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ABSTRACT

These sixty-seven modules provide student materials for a home economics course in housing and home furnishings. (A companion instructor's guide is available separately--see note.) Each module contains an objective, student information, learning activities (and activity sheets as needed), student self-checks, student self-check answers, check-out activity, and evaluator's final checklist. Topics covered include making housing choices to satisfy values, standards, goals, needs and interests, and resources: community choice: home site choice: rating housing types and house plans: window treatments: hanging draperies and shades: floor treatments: wall treatments: painting: elements and principles of design: home accessory selection: sewing: furniture: selecting appliances: cleaning various surfaces and furnishings: plant care: lawn and garden care: and household repairs. (YLB)

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ED194795

HOUSING AND HOME FURNISHINGS MODULES

State Department of Education
Home Economics Education Section
Office of Vocational Education
Columbia, South Carolina 29201

In cooperation with

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1980

CE 027 190

U.S. DEPARTMENT OF HEALTH,
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Objective MFE 4

Module No. 1

CE

Housing and Home Furnishings

MAKING HOUSING CHOICES TO SATISFY VALUES STANDARDS, AND GOALS

INTRODUCTION

People everywhere share the same important needs of food, love, clothing, and shelter. However, the ways people satisfy their needs are not the same. The methods used to satisfy housing or shelter needs are influenced by values, goals, and standards.

Goals for housing are the things (qualities) people want to have. Values are what people believe to be good, desirable and important.

Values and needs can lead people to decide what their housing goals will be. However, one's housing goals may be limited by where people must live and how much money they have.

In this module you will learn how a person's values and needs can influence housing choices.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities in this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided a floor plan of a house, a description of a family and a rating sheet, determine if the housing meets the needs, goals, and values of the described family.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING HOUSING CHOICES TO SATISFY VALUES, STANDARDS, AND GOALS.

Your instructor will provide a floor plan of a house, a description of a family and a rating sheet. Determine if the housing meets the needs, goals, and values of the described family.

LEARNING ACTIVITIES

1. READ about values and needs for housing in a reference provided by your instructor,

   (and/or)__________________________.

2. COMPLETE Student Self-Check, HOUSING VALUES AND NEEDS, p. 2 .
3. STUDY Student Information, SORTING OUR VALUES, and select 12 things you consider most important, p. 2 ,

   (and/or)__________________________.

4. ASK one other person to select 12 things he or she considers to be most important from Student Information, SORTING OUR VALUES, p. 2 ,
5. COMPLETE Student Self-Check, SORTING OUR VALUES, p. 3 .
6. STUDY Student Information, FAMILY DESCRIPTION, p. 3 ,

   (and/or)__________________________.

7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Housing Values and Needs

On a separate sheet of paper, write down the number of the following statements which are true in relation to housing needs and values. Check your answers with those on page 4.

1. Shelter is a basic need.
2. Basic needs must be met before a person can work to meet other needs.
3. Values are inherited.
4. Your values are different from those of anyone else.
5. You use your values when you choose between two or more things.
6. Values determine how we will try to meet our needs.
7. Everyone needs privacy for good mental health.
8. A "tightly knit" family makes decisions to benefit all of the members.
9. Beauty in our homes is not important for self actualization.
10. People in the same family always have the same interests.
11. A person's self-esteem is affected by the way that person feels about his/her housing.
12. Values shared by people in a family will influence housing decisions for the family.
13. Our values cause us to set housing standards.
14. The word housing means owning ones own home.

STUDENT INFORMATION

Sorting Our Values

We can begin to get some idea about people's values when we ask them about the things they think are important. Remember that values help us to get our housing goals. When the values of family members are not alike, we must sometimes be guided by the values shared by all family members.

1. Love
2. Health
3. Comfort
4. Personal achievement
5. Happiness
6. Beauty
7. Rest
8. Recreation
9. Religion
10. Association with family
11. Association with friends
12. Friendship
13. Social activity
14. Personal appearance

15. Success
16. Feeling secure
17. Independence
18. Service to others
19. New experiences
20. Wealth
21. Orderliness
22. Freedom
23. Patriotism
24. Beauty of nature
25. Acceptance of others
26. Tolerance of others
27. Freedom to develop one's own rules
28. Improving one's mind
29. Developing one's own way of life
30. Having time to one's self
31. Affection
32. Approval of others
33. Approval of family
34. Cleanliness
35. Popularity
36. Following one's interests

STUDENT SELF-CHECK

Sorting Our Values

On a separate sheet of paper draw two overlapping circles. List your own values in the outer left circle. Place a list of one other person's values in the outer right circle. List the values that both of you have in the space where the circles overlap.

Look at the list in the space where the circles overlap. On your sheet of paper, below the circles, list five things about housing which would show these values. Check your answers with those on p. 4 .

STUDENT INFORMATION

Family Description

The house that the Smith family now rents has been sold. They have two months to find a new place to live and move. The Smiths have two teenagers, Susan and Tom.

Mr. Smith is a supervisor for a nationally known electric company. He has been told that he is permanently assigned to the plant where he now works. He hopes to be promoted when he finishes some college courses he is now taking at night. He now earns $15,000 a year. He is active in the church, belongs to a civic club, and belongs to a lodge. He likes to attend neighborhood gatherings and go camping with his family. He enjoys gardening.

Mrs. Smith is also active in church, likes to play bridge, and sponsors a Girl Scout troop. She works during the mornings as a secretary for a local lawyer, earning $5,000 a year. She is an excellent cook and is helping Susan to learn.

Susan, a fourteen year old, likes to learn to cook. She likes to make cookies and other snacks for her friends when they come in after school. She spends a great deal of time arranging her hair and is very concerned about how she looks. Tom teases her about this. Sometimes he becomes very angry with her when she will not get out of the bathroom when they are both getting ready for school. She has recently become interested in basketball and likes to practice after school at home in the backyard.

Tom is sixteen and a junior in high school. He has a collection of rocks which he keeps all over his room. He and his mother often have words over the housekeeping problem his collection causes. His painting also causes problems because his mother does not like the messy look when his work is spread out on the kitchen table. Tom is a top student who hopes someday to become a lawyer.

The grandparents and other relations live three hundred miles from the Smiths. The Smiths, however, look forward to having them visit. They especially look forward to Thanksgiving and Christmas when the whole clan can be together.

STUDENT SELF-CHECK

Housing Values and Needs

Answers

1
2
4
5
6
7
8
11
12
13

STUDENT SELF-CHECK

Sorting Our Values

Answers (Sample Responses)

1. Association with friends — Number of living areas. Space for entertaining.
2. Recreation — Space for playing or storing play equipment.
3. Orderliness — Provision for storage and easy housekeeping.
4. Beauty — Attractive surroundings.
5. Personal appearance — Number of bathrooms or full length mirrors.
6. Freedom — A private room for each person.
7. Association with family — Den or family room.
8. Beauty of nature — House in city or country.
9. Improving one's mind — Place to read or study.
10. Having time to one's self — Private rooms for each person.
11. Money — Cost of the housing.

No. 1

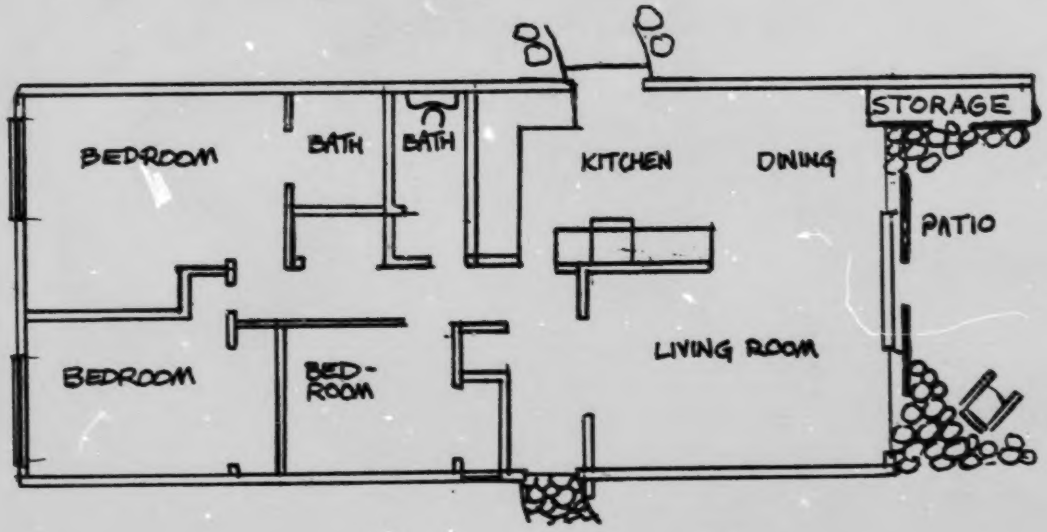
RATING HOUSING

Use With Check-Out Activity

On a separate sheet of paper, draw the following form. Review Student Information, FAMILY DESCRIPTION, p. 3 and study the floor plan on p. 6. Record your findings as they relate to the described family.

Family member	Needs met by house	Needs house failed to meet
Mr. Smith		
Mrs. Smith		
Susan		
Tom		

House Plan


STORAGE
BEDROOM
BATH
BATH
KITCHEN
DINING
PATIO
BEDROOM
BED-ROOM
LIVING ROOM

8

OBJECTIVE MFE No. 4 Module No. 1

EVALUATOR'S FINAL CHECKLIST

Title: MAKING HOUSING CHOICES TO SATISFY VALUES, STANDARDS, AND GOALS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Student was able to:	Accomplished	Not Accomplished	Not Applicable
1. Identify basic human needs according to the developmental levels of people.	☐	☐	☐
2. Associate the identified basic needs with individual needs of family members in a described family.	☐	☐	☐
3. Evaluate a floor plan for its adequacy in meeting housing needs of members of a described family.	☐	☐	☐

Housing and Home Furnishings

MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS

NEEDS
INTEREST
INDIVIDUAL
FAMILY

INTRODUCTION

Individual needs and desires will influence housing choices. It is important to keep in mind that these personal characteristics may change as we mature. A single teenager usually lives at home with the parents. An unmarried young adult may need to move away from parents. A young couple will need their own home. A couple with children will care about the needs of children. The age level of a person has a great deal to do with housing needs. In this module you will study family life cycle in terms of six stages and then examine in what ways housing needs change during each stage.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided a floor plan of a house and a rating sheet, rate the house in terms of satisfying the housing needs for each of the six stages of the family life cycle. State the reasons for each rating.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS.

Your instructor will provide a floor plan of a house and a rating sheet. Rate the floor plan in terms of satisfying the housing needs for each of the six stages of the family life cycle. State reasons for each rating.

LEARNING ACTIVITIES

1. READ about stages in the family life cycle in a reference provided by your instructor,

   (and/or)____________________________.

2. STUDY Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)______________________ .

3. COMPLETE Student Self-Check, THE FAMILY LIFE CYCLE, p. 3.

4. READ about stages of growth in a reference provided by your instructor,

   (and/or)______________________ .

5. STUDY Student Information, DEVELOPMENTAL TASKS, p. 3,

   (and/or)______________________ .

6. STUDY Student Information, OUTLINE OF HOUSING NEEDS, p. 4,

   (and/or)______________________ .

7. COMPLETE Student Self-Check, HOUSING NEEDS, p. 5.

8. CONSTRUCT a bulletin board using an enlarged pattern of Student Information, LIFE CYCLE BULLETIN BOARD, p. 5,

   (and/or)______________________ .

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Family life cycle – Divisions of time during the life of a family because of length of time married, ages of members, and the number of children. It shows how a family changes as years pass.
2. Stage of growth – The level of progress reached by a person.
3. Routine – The usual order in which tasks are done.
4. Single play – The type of play in which a child likes to amuse himself/herself with no other children taking part in his/her play or being nearby.
5. Parallel play – The type of play during which the child likes to have other children nearby but not joining in the activity.
6. Values – Any objects or ideas of enough importance that they control what a person does.
7. Peers – People of the same age and level.
8. Environment – The place and conditions in which a person lives.
9. Leisure time – The minutes or hours during which a person does not have to work.
10. Adjusting – Making changes in order to get along better.
11. Body functions – The tasks completed by parts of a person's body.
12. Exploring – Trying to find new things and explain how things work.
13. Senses – Mechanisms for perceiving such as feeling, seeing, hearing, smelling, and tasting.
14. Self-identity – Knowing who we are and what is required of us.
15. Conservation – Saving natural and man-made resources for future use.

STUDENT SELF-CHECK

The Family Life Cycle

Clip and collect pictures of families in different stages of the family life cycle from magazines provided by your instructor. Mount these on a plain piece of paper. Label each picture and write a brief statement to support your choice. Check your answers with those on page 6.

STUDENT INFORMATION

Developmental Tasks

Erickson's stages of growth.[1]

Birth to 18 months

1. Keeping the body healthy.
2. Trusting that adults will supply needs.
3. Setting up regular routine.
4. Learning to think well of one's self.
5. Playing alone.
6. Learning by exploring using the senses.

18 months to 3 years

1. Learning to do things for oneself.
2. Gaining skills to get along.
3. Controling body functions.
4. Making simple choices.
5. Learning by exploring.
6. Staying safe.

4 and 5 years

1. Learning to get along with others.
2. Starting activities on one's own.
3. Getting enjoyment from owning things.
4. Gaining courage to try new things.
5. Learning to express feelings in ways adults will accept.
6. Learning by pretending.

6 to 11 years

1. Planning, carrying out, and completing projects.
2. Learning to complete useful jobs and chores.
3. Feeling that work is important.
4. Practicing skills.
5. Feeling success.

12 to 18 years

1. Sorting out values.
2. Looking at life and thinking about the world in new ways.
3. Finding self-identity.
4. Taking pride in things done.
5. Forming pleasant bonds with peers.

Young adult

1. Sharing with and caring about others.
2. Feeling close to friends and/or a marriage partner.
3. Being concerned about community and environment.
4. Getting and keeping a job.

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[1] Making Connections. Cambridge, Mass.: Education Development Center, Inc. 1977. pp. 13-15.

Young adult to mature adult

1. Showing concern for others outside the family.
2. Showing concern for children and youth.
3. Caring for one's own children.
4. Finding successful career.
5. Planning for future money needs.

Mature adult

1. Adjusting to children being away from home.
2. Developing concern for aging parents.
3. Saving physical energy.
4. Keeping healthy.
5. Feeling good about the use of leisure time.
6. Living on lowered income.
7. Adjusting again to living as a couple.
8. Accepting and adjusting to death of marriage partner.

STUDENT INFORMATION

Outline of Housing Needs

A. Convenience for:
   1. Doing work
   2. Care of children
   3. Saving human energy
   4. Supervising children
   5. Encouraging independence
   6. Ease of cleaning
   7. Saving time

B. Storage enough for:
   1. Clothing
   2. Equipment and supplies in kitchen
   3. Play equipment and hobbies
   4. Nursery supplies
   5. Linens and bedding
   6. Cleaning supplies and equipment
   7. Education materials
   8. Outdoor equipment and supplies

C. Safety and health
   1. Electrical outlets and wiring
   2. Steepness of stairs and steps
   3. Hand and guard rails
   4. Floor surfaces
   5. Keeping clean
   6. Pollution - air and noise
   7. Waste disposal

D. Privacy for:
   1. Study
   2. Work
   3. Sleep and rest
   4. Emotional and mental health
   5. Personal conversation

E. Keeping house up; heating and cooling
  1. Money necessary
  2. Natural energy required
  3. Grounds care
  4. Protection needed and cost

F. Recreation and entertaining
  1. Indoor and outdoor play
  2. Professional and business
  3. Friends
  4. Interests and hobbies

STUDENT SELF-CHECK

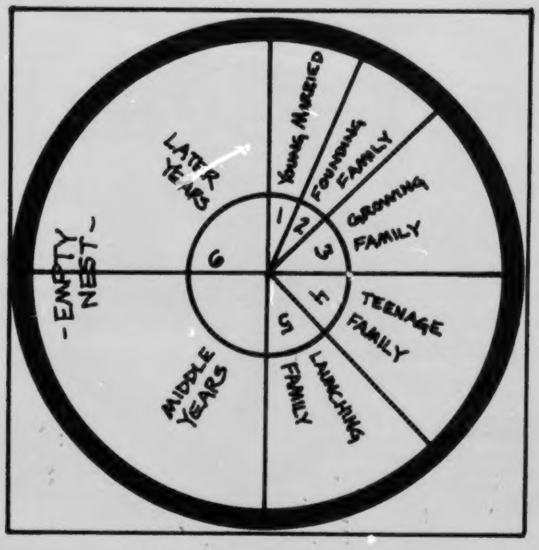
Housing Needs

On a separate sheet of paper list Erickson's eight stages of growth. List at least three special housing needs for people in each of the stages. Check your answers with those on page 6.

STUDENT INFORMATION

Life Cycle Bulletin Board Pattern

Enlarge the circle shown below. Cut wedges from colored paper to form the stages. Hinge each wedge in the center so that it will open. The housing needs for each stage will be placed behind the wedge for that stage.



YOUNG MARRIED
FOUNDING FAMILY
GROWING FAMILY
TEENAGE FAMILY
LAUNCHING FAMILY
MIDDLE YEARS
- EMPTY NEST -
LATER YEARS
1
2
3
4
5
6

STUDENT SELF-CHECK

The Family Life Cycle

Answers

SAMPLE PICTURES

1. Wedding picture (husband and wife) — Young married stage.
2. Parents with one child — Founding family stage.
3. Parents with more than one child — Growing family stage.
4. Parents with teenagers — Teenage stage.
5. Parents with young adults — Launching stage.
6. Middle-aged couple — Empty nest stage.
7. Elderly person or people — Retired — Empty nest stage.

STUDENT SELF-CHECK

Housing Needs

Answers (Sample Responses)

Birth to 18 months

1. Convenience for giving child physical care.
2. Space for supervised single play.
3. Child-proofed rooms to encourage exploration.

18 months to 3 years

1. Low shelves and hanging bars to encourage independence.
2. Convenient location of bathrooms.
3. Freedom from danger.

4 and 5 years

1. Play space to include other children.
2. Space for personal belongings and collections.
3. Freedom from danger.

6 to 11 years

1. Project and collection space.
2. Privacy for doing projects.
3. Space for cooperative play.
4. Study area.

12 to 18 years

1. Privacy.
2. Space for entertaining friends.
3. Space for special interest activities.
4. Study area.

Young adult

1. Convenience for supervising and caring for children.
2. Privacy.
3. Space for personal belongings.
4. Space for entertaining.

Young adult to mature adult

1. Privacy.
2. Convenience for child supervision and care.
3. Provision for work.
4. Provision for entertaining.

Mature adult

1. Ease of maintenance and care.
2. Space for aging parents.
3. Space for leisure time activities.
4. Convenience for household work.

RATING SHEET FOR CHECK-OUT ACTIVITY

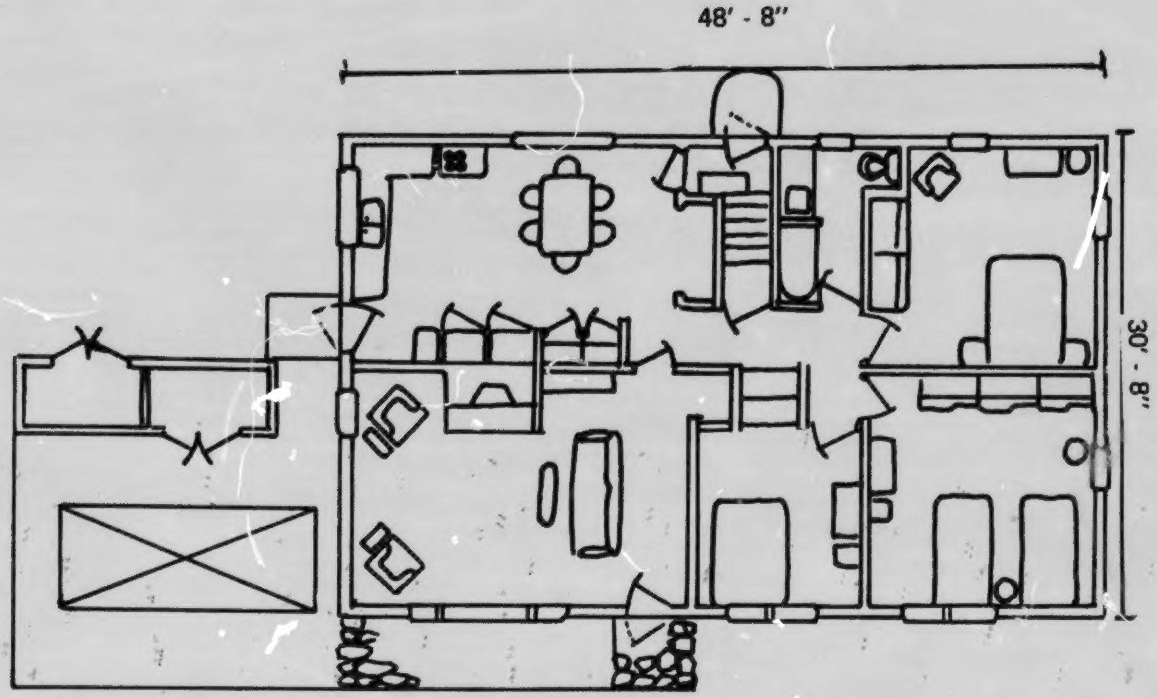
MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS

On a separate sheet of paper number 1 through 6 for the six stages in the family life cycle. Rate the plan in terms of satisfying the housing needs of each stage, giving exact reasons for your rating. Use the following rating code: E – Excellent, G – Good, F – Fair, and P – Poor.

Stages in Family Life Cycle	Family Description	House Rating	Reason for Rating
1. Young marrieds (Beginning)	Young husband and wife.		
2. Founding family	Husband, wife, and one child.		
3. Growing family	Parents with children of grade school age and younger.		
4. Teenage family	Parents with at least one high school age child.		
5. Launching family	Parents with some children being graduated from school and/or leaving home.		
6. Empty nest family	Husband and wife of middle age and older at home alone.		

FLOOR PLAN FOR CHECK-OUT ACTIVITY

MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS



OBJECTIVE MFE No. 4 MODULE No. 2

EVALUATOR'S FINAL CHECKLIST

Title: **MAKING HOUSING CHOICES TO SATISFY NEEDS AND INTERESTS**

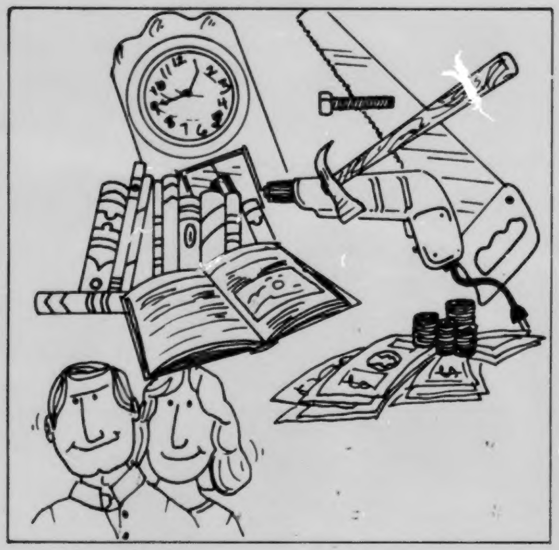
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

To the satisfaction of the instructor, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Demonstrated a knowledge of housing needs for the stages in the family life cycle.	[ ]	[ ]	[ ]
2. Evaluated house floor plan and identified reason for each rating.	[ ]	[ ]	[ ]

Housing and Home Furnishings

MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES



Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a description of a family and plans for two houses, determine which plan is the better choice for the family based on family resources, needs and characteristics.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES.

Your instructor will provide you with floor plans for two houses. Use the case description of the Hammond family from Student Information, A FAMILY CASE STUDY, to identify the family's resources and needs. Determine the cost of each house and decide which would be a better choice for the family.

INTRODUCTION

Before making a housing choice, you need to know how much money is available to you for housing. You should also be aware of other resources you possess. In this module you will learn about family resources and how to calculate the amount of money a family should spend for housing.

Before you start to work on this module, be sure you have completed Housing and Home Furnishings Module, RATING HOUSE PLANS.

LEARNING ACTIVITIES

1. READ about resources for housing decisions in a reference provided by your instructor,

   (and/or)__________________________.

2. STUDY Student Information, A FAMILY CASE STUDY, p. 2,

   (and/or)__________________________.

3. COMPLETE Student Self-Check, MEASURING RESOURCES, p. 3.

4. READ about ways to judge how much money a family could spend for housing in a reference provided by your instructor,

   (and/or)__________________________.

5. COMPLETE Student Self-Check, ABILITY TO PAY, p. 4.

6. STUDY Student Information, WHAT MAKES A HOUSE COST MORE?, p. 4,

   (and/or)__________________________.

7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

A Family Case Study

The Hammond family now lives in a rented mobile home in a mobile home park. They have been able to save $5,000 with which they want to make a down payment on a home of their own. The members of the family are Mr. Hammond, Mrs. Hammond, their son, Bob, who is 14 years old, and their daughter, Beth, who is 12 years old. Mr. Hammond earns $15,000 a year as a salesman in a hardware store. He likes to work with wood and has made several pieces of furniture for their home. This work was done during the evenings at the neighborhood community building. He also enjoys gardening but has not had a chance to do this since they have lived in the mobile home. Mrs. Hammond teaches piano lessons to the children who live in the park. This keeps her busy for three afternoons each week. She earns $24.00 each day she teaches. She likes to sew and makes most of the clothing for Beth and herself. Bob is in the ninth grade. Next summer he hopes to earn some spending money by mowing lawns. Beth, a seventh grader, helps her mother with some of the housework. The entire family is in very good health.

STUDENT SELF-CHECK

Measuring Resources

Resources are sources of supply or strength which help us to get what we want. When you use your training, ability, energy, or ambition you are using a human resource. Non-human resources are such things as money earned or saved, valuable things owned, and gifts. Make a chart similar to the one below and list the human and non-human resources of the Hammond family. Check your answers with those on page 5.

HUMAN RESOURCES

Person	Physical health and energy	Knowledge Training Skill	Time	Useful things enjoyed	Other
Daughter					
Son					
Mother					
Father					

NON-HUMAN RESOURCES

Person	Money earned	Money saved	Property	Other
Daughter				
Son				
Mother				
Father				

STUDENT SELF-CHECK

Ability to Pay

On a separate sheet of paper list the three ways to judge how much money a family could spend for a house as outlined in the reference you read. State how much the Hammond family could afford to spend according to each method. Check your answers with those on page 5.

STUDENT INFORMATION

What Makes a House Cost More?

Listed below you will find some of the things which will add to the cost of home ownership. The basic cost of a house can be supplied by a realtor, owner, or builder.

1. Site for house will add 20-30 percent to cost.
2. Breaks in roof line and offsets in exterior walls add to building costs.
3. Decorations, such as ornamental trims and moldings.
4. Fire and police protection costs more if house is outside city limits.
5. Building materials which require frequent attention such as painting, cleaning, or sanding.
6. Grounds which are large or difficult to maintain.
7. Roads or driveways which are very long, are poorly drained, or have tree roots nearby.
8. Interior features which are difficult to keep up or which add to cost of furnishings.
9. Poor or inadequate insulation, heating and cooling systems.
10. Private sewage, trash removal and water supply.
11. Taxes and assessments.
12. Distance from town will add to service costs.
13. Cost of repairing and/or remodeling.

STUDENT SELF-CHECK

Measuring Resources

Answers

Human Resources:

Father — Good health, woodworking skills, evening hours and enjoyment of gardening.
Mother — Good health, musical training, sewing ability, two free afternoons per week, homemaking skills.
Son — Good health, time after school and during summer.
Daughter — Good health, homemaking skills, time after school and summer.

Non-Human Resources:

Father — $15,000 income per year, $5,000 savings.
Mother — $3,744 teaching income per year.

STUDENT SELF-CHECK

Ability to Pay

Answers

1. Multiply the annual income by 2.5 to find the total amount the family can afford to spend for housing.
2. Divide annual income by 60 to learn how much the family can afford to spend on housing each month.
3. Find one week's net income or one-fourth of the monthly net income and use this figure as a guideline for housing expense per month.

CALCULATIONS:

1.

15,000	husband
+ 3,744	wife
18,744	total income
x 2.5	
93720	
37488	
$ 46,860.00	total family can afford to spend for housing

2.

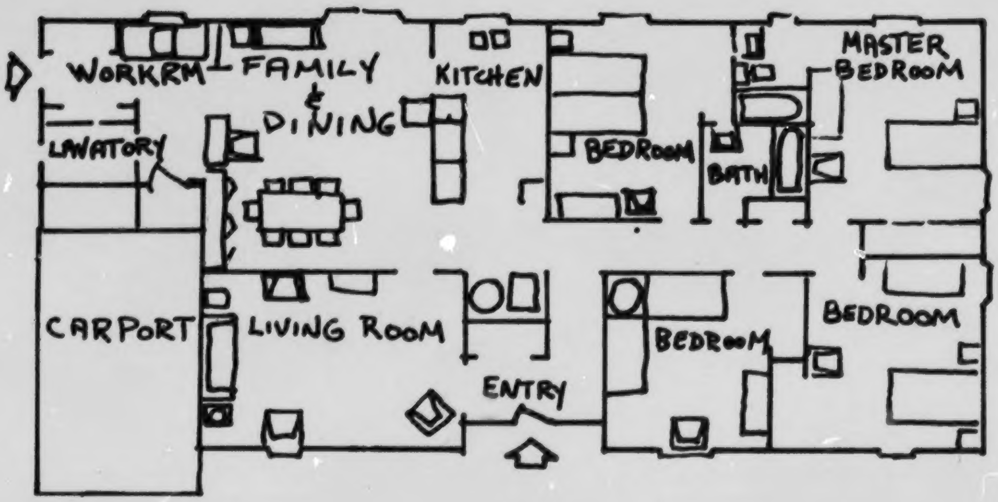
312,40
60/18744.00
180
74
60
144
120
240
240
0
0

Answer: $312.40 is the amount the family can afford to spend per month.

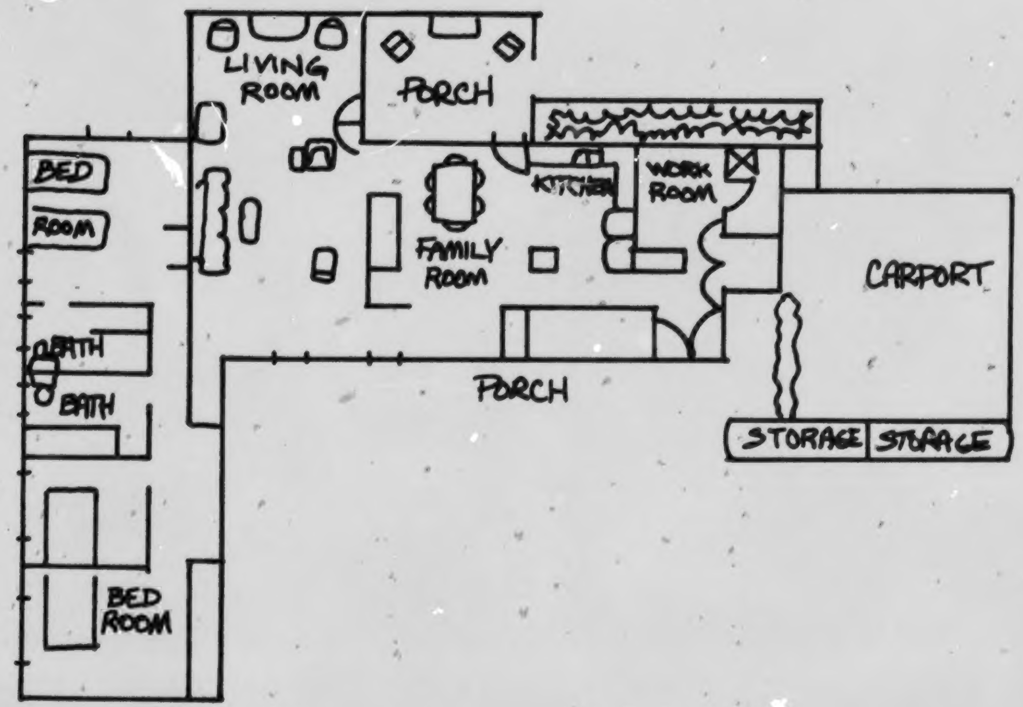
3. Net income is income after deductions for taxes, insurance, etc. The amount the family could afford to spend (according to this method) would vary greatly, depending upon income deductions.

FLOOR PLAN FOR CHECK–OUT ACTIVITY

MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES


WORKRM
FAMILY & DINING
KITCHEN
MASTER BEDROOM
LAVATORY
BEDROOM
BATH
CARPORT
LIVING ROOM
BEDROOM
BEDROOM
ENTRY

1


LIVING ROOM
PORCH
BED ROOM
KITCHEN
WORK ROOM
FAMILY ROOM
CARPORT
BATH
BATH
PORCH
STORAGE
STORAGE
BED ROOM

2

OBJECTIVE MFE No. 4 MODULE No. 3

EVALUATOR'S FINAL CHECKLIST

Title: MAKING HOUSING CHOICES WITHIN AVAILABLE RESOURCES

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student:	Accomplished	Not Accomplished	Not Applicable
1. Calculated, with 100% accuracy, the cost of the two houses by one of three methods in reference one.	[ ]	[ ]	[ ]
2. Selected, to the satisfaction of the instructor, the better house for the family.	[ ]	[ ]	[ ]

Objective MFE 4

Module No. 4

Housing and Home Furnishings

CHOOSING A COMMUNITY

INTRODUCTION

Choosing a place to live involves far more than the selection of a house. One has to choose a county, a state, a community, and a neighborhood. Other choices involved are: neighbors and friends, chances to develop oneself and family members, and the people who will work with and for you. You may not need or want the same services that others would find important. This module will allow you to decide which community services would matter to you. It will also help you to learn about some places that you could go to find out what a community has to offer.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

From a list of possible available community services, the student will select the 15 most needed or wanted by his/her family. The student will classify these according to degree or order of importance and give the reason for the selection. The student will demonstrate a knowledge of sources of information about the existence and quality of community services.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CHOOSING A COMMUNITY.

You will choose 15 community services most needed or wanted by your family. You will explain why you believe the community services chosen are important for your family. You will suggest places where information about community services could be found.

LEARNING ACTIVITIES

1. READ in a reference provided by your instructor, about the services which would make a community a desirable one in which to live,

   (and/or)__________________________.

2. COMPLETE Student Self-Check, WHAT I WANT IN COMMUNITY SERVICES, p. 2.

3. STUDY Student Information, COMMUNITY SERVICES AVAILABLE, p. 2,

   (and/or)____________________________.

4. COMPLETE Student Self-Check, FIFTEEN MOST IMPORTANT COMMUNITY SERVICES, p. 2.

5. STUDY Student Information, WHO CAN GIVE INFORMATION, p. 3,

   (and/or)____________________________.

6. COMPLETE Student Self-Check, WHERE TO FIND COMMUNITY SERVICE INFORMATION, p. 3.

7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

What I Want in Community Services

On a separate sheet of paper, list the things you consider to be important community services for your family. List at least 10 services. Check your answers with those on page 4.

STUDENT INFORMATION

Community Services Available

Below you will find some of the community services which could be of importance in selecting a place to live.

1. Police protection
2. Safe and adequate water supply
3. Environmental control
4. Street cleaning
5. Zoning restrictions
6. Public transportation system
7. Fire protection
8. Parks and playgrounds
9. Recreation and entertainment
10. Garbage and trash removal
11. Snow removal
12. Public health services
13. Social services
14. Communications services (ex. telephone)
15. Parking facilities
16. Shopping facilities
17. Churches
18. Schools
19. Hospitals
20. Doctors services
21. Art services
22. Music services
23. Drama and theatre
24. Professional organizations
25. Clubs
26. Youth activities and clubs
27. Sports activities and facilities
28. Libraries
29. Repair services
30. Disaster control and services
31. Consumer information and protection
32. Legal services
33. Utilities
34. Child care services
35. Postal services
36. Banking services

STUDENT SELF-CHECK

Fifteen Most Important Community Services

On a separate sheet of paper list, in the order of importance, the 15 community services most important to your family. Give your reasons for each choice. Check your answers with those found on page 4.

STUDENT INFORMATION

Who Can Give Information?

You will find listed below some of the places where you might get information about community services.

--Local realtors
--Fire department
--Chamber of Commerce
--Telephone directory
--Community Development Association
--Neighbors
--Civic clubs
--Welcome Wagon attendant
--Local medical association
--Recreation department
--Utility commission
--Police department
--Homebuilder's Association
--Fine arts council
--Better Business Bureau
--Local health department
--Telephone company
--Local merchants association
--Local Y.M.C.A.
--Civil Preparedness Association
--Local ministers, rabbis, and priests
--School district office
--Parent-Teacher Association
--Mental Health Association
--Local post office
--Public transportation department
--Bus station
--Train station
--Airport

STUDENT SELF-CHECK

Where to Find Community Service Information

On a separate sheet of paper recopy your list of community services on Student Self-Check, FIFTEEN MOST IMPORTANT COMMUNITY SERVICES. After each service write a suggestion for a place you could get information about that service. Check your answers with those found on page 4.

STUDENT SELF-CHECK

Fifteen Most Important Community Services

Answers (Sample Responses)

COMMUNITY SERVICES

1. Churches
2. Schools
3. Doctors
4. Hospitals
5. Utilities

REASONS

1. Family is very religious.
2. There are two children in first and fourth grades.
3. Mother's health is poor.
4. Mother was hospitalized twice last year.
5. Necessary to running home.

STUDENT SELF-CHECK

Where to Find Community Service Information

Answers (Sample Responses)

--Police protection — Local police department
--Schools — School district office
--Entertainment — Recreation Department or Chamber of Commerce
--Shopping facilities — Local merchants association
--Utiltites — Neighbors or Utility Commission
--Public transportation — Bus or train stations, airport

STUDENT SELF-CHECK

What I Want in Community Services

Answers (Sample Responses)

1. Utility services
2. Doctors
3. Schools
4. Hospitals
5. Fire protection
6. Garbage and trash removal
7. Water supply
8. Etc.

OBJECTIVE **MFE No. 4** **MODULE** **No. 4**

EVALUATOR'S FINAL CHECKLIST

Title: CHOOSING A COMMUNITY

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Student was able to do the following, to the satisfaction of the instructor:

	Accomplished	Not Accomplished	Not Applicable
1. Select which community services were most important for his/her family.	☐	☐	☐
2. Justify the need for each community service by explaining the need.	☐	☐	☐
3. Demonstrate a knowledge of sources of information about the existence and quality of community services.	☐	☐	☐

Housing and Home Furnishings

CHOOSING A HOME SITE

INTRODUCTION

The plot of ground on which a house is built must meet certain demands if the house is to be a pleasant one in which to live. Making the most of a building site or choosing one on which to build a house requires careful planning. In this module you will learn how to make some physical features of a lot work for you. You will also learn which area to avoid in choosing a lot on which to build.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided a description of a building site and a score sheet, evaluate the lot as a possible building site.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Instructor's Final Checklist, CHOOSING A HOME SITE.

Your instructor will provide you with a lot description and a score sheet. Evaluate the lot as a possible building site.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2 ,

   (and/or)____________________ .

31

2. READ about choosing a home site in a reference provided by your instructor,

   (and/or)________________________.

3. STUDY Student Information, STUDY THE LOT, p. 2,

   (and/or)________________________.

4. COMPLETE Student Self-Check, CHOOSING MY PIECE OF LAND, p. 3 .

5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Topography — Natural slope or lay of the land.

2. Orientation — Placing a house on land so that it is best for such things as view, use of the sun, and breeze.

3. Service vehicles — Transportation for those people installing or repairing equipment, making deliveries, or reading meters.

4. Natural scenery — Views of such things as mountains, bodies of water, or trees.

5. Physically handicapped person — One who is disabled because of some body defect such as poor sight, poor hearing, or inability to walk.

6. Frontage — The number of feet of land touching an area such as a street, road, or lake.

7. Ranch style house — House built on one level with few breaks in the roof line.

8. Split-level house — House built with two or more levels following the rise of the land.

STUDENT INFORMATION

Study the Lot

A. Study the slope or lay of the land. Remember:
   1. A flat lawn is easier to mow.
   2. A steep driveway may have ice or snow on it in the winter.
   3. A ranch style house may be better suited to a flat lot or a split-level house to a sloping lot.
   4. It is sometimes possible to change the lay of the land by digging or filling in dirt. This will add to building costs.
   5. Soil on a steep slope may wash away or become a mud slide.
   6. A flat lot may be a better place for playing running games or make life easier for a physically handicapped person.

B. The type of soil will affect how it can be used. Remember:
   1. Soil conditions will determine how well plants, shrubs, and lawns grow.
   2. Some soils are rocky, too firm, and hard to dig.
   3. Some soils hold water and do not dry out easily.

C. Poor drainage can cause problems. Remember:
   1. Flooding will damage property.
   2. Surface water may run into a basement and cause dampness in the house.
   3. Water may cause driveways to crack and bulge.
   4. Still water is a good place for mosquitoes to breed.

D. Sun will affect the comfort of a house. Remember:
   1. Houses with the sun shining in from the south or west will be warmer or hotter.
   2. The climate will determine which rooms of the house will be best served by or need protection from the sun.
   3. The rays of the sun can be used for saving heating fuels.

E. Houses can be located so that they will be protected from strong winds. Remember:
   1. Wind directions may change as the seasons change.
   2. Planted or natural windbreaks may be used to lower the force of wind.

F. The use of natural scenic beauty or created scenery will add to the enjoyment of the home. Remember:
   1. Open or glass areas in the house can be planned to allow view to be seen.
   2. Consider that future buildings and growth of trees may block the view.

G. Possible dangers should be considered. Remember:
   1. A curving street will discourage high speed traffic.
   2. Check entire area for sources of pollution, noise, and dangers.
   3. Traffic will be greater at the edge of a community near the entrance.
   4. Traffic noise will be greater at a corner lot.
   5. Cliffs, pits, and bodies of water may prove unsafe for children.

H. The size and shape of the lot will control the planning of the house and placing it on the property. Remember:
   1. Lack of street or road frontage may make driveway building impossible and keep one from reaching property.
   2. House should be positioned to provide privacy.
   3. Service vehicles must have access to house.
   4. Keep in mind the need for privacy for outdoor living and play.
   5. Find out if there are plans for moving or widening streets or roads.

STUDENT SELF-CHECK

Choosing My Piece of Land

On a separate sheet of paper write down the numbers of the statements below which are true in relation to choosing a home site. Check your answers with those on p. 5 .

1. Surface water running under a house will not damage the interior of the house.

2. Living areas of a house will be hotter in summer if they are on the west or south side.

3. Trees planted close together will serve as a windbreak.

4. Traffic will move faster on a curved street.

5. Lack of street or road frontage could block access to property.

6. A rock quarry could be a source of noise and air pollution.

7. Growth of trees on someone else's property could hide natural scenic beauty.

8. The sun can be used for heating a house.

9. Large areas of glass used in a house could make the house hotter in the summer.

10. Water may cause driveways to crack and bulge.

No. 5

CHECK OUT SCORE SHEET

Checking the Lot

Rate the lot described in the information below. Copy the score sheet which follows onto your own paper and use it to record your evaluation. Give a reason for each Fair and Poor rating.

Description of lot:

The lot is 45.7 m (150 ft.) x 61 m (200 ft.) in size and is rectangular in shape. There is a fresh water stream running at an angle at the back of the lot. The lot, facing north, is wooded and slopes toward the stream.

SCORE SHEET

Physical Aspect of Lot	Good	Fair	Poor	Reason for Rating
Topography				
Water control				
Soil				
Orientation to sun				
Orientation to wind				
Orientation to scenery				
Location in relation to street				
Location in relation to other houses				
Freedom from pollution				
Freedom from dangers				
Size of lot				
Shape of lot				

No. 5

STUDENT SELF-CHECK

Choosing My Piece of Land

Answers

2
3
5
6
7
8
9
10

OBJECTIVE MFE No. 4 MODULE No. 5

EVALUATOR'S FINAL CHECKLIST

Title: **CHOOSING A HOME SITE**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

To the satisfaction of the instructor, the student:	Accomplished	Not Accomplished	Not Applicable
Identified the physical aspects of a lot as a building site.	[ ]	[ ]	[ ]

Objective MFE 4 Module No. 6

Housing and Home Furnishings

RATING TYPES OF HOUSING

INTRODUCTION

When choosing a place to live, a person should judge the kinds of housing available. In this module, you will learn about types of housing such as mobile home, development house, rental apartment, condominium, custom built house, and the older house. You will learn the advantages and disadvantages of each.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given six types of housing, identify each type and list advantages and disadvantages of each.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, RATING TYPES OF HOUSING.

Your instructor will supply drawings of six types of housing. You are to identify each type and give at least one advantage and one disadvantage of each type of housing.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)____________________.

2. READ about types of housing in a reference provided by your instructor,

   (and/or)____________________.

3. STUDY newspaper ads to determine the types of housing available in your community. Make a list of the types of housing,

   (and/or)____________________.

4. STUDY Student Information, SUMMARY: TYPES OF HOUSING, p. 3,

   (and/or)____________________.

5. COMPLETE Student Self-Check, TYPES OF HOUSING – IDENTIFICATION, p. 3,

6. SURVEY your friends and classmates to determine the kinds of housing in which they live. Refer to Student Information, SURVEY FORM – INTERVIEWING FOR TYPES OF HOUSING, p. 6,

(and/or)__________________________.

7. VIEW a bulletin board which pictures types of housing,

(and/or)__________________________.

8. COMPLETE Student Self-Check, ADVANTAGES AND DISADVANTAGES OF TYPES OF HOUSING p. 7.

9. READ Student Information, QUALITY CHECK IN SELECTING A MOBILE HOME, p. 8,

(and/or)__________________________.

10. VISIT a mobile home sales lot. Using Student Information, QUALITY CHECK IN SELECTING A MOBILE HOME, as a guide, discuss with the dealer the choices available in size, model, floor plan, interior design, and price range. Also, find out about care and maintenance of the mobile home as well as what services the dealer provides to the buyer. Write a report of your cbservations.

(and/or)__________________________.

11. INTERVIEW a person living in a mobile home to find out advantages and disadvantages he/she has noticed,

(and/or)__________________________.

12. READ Student Information, RATING PERMANENT HOUSING, p. 10,

(and/or)__________________________.

13. VISIT permanent housing in your community and rate each type using Student Information, RATING PERMANENT HOUSING, p. 10 as a guide,

(and/or)__________________________.

14. DISCUSS with a classmate the types of single unit housing and the advantages and disadvantages of each type,

(and/or)__________________________.

15. READ about the characteristics of different kinds of apartments in a reference provided by your instructor,

(and/or)__________________________.

16. VIEW a bulletin board illustrating the advantages and disadvantages of apartment living,

(and/or)__________________________.

17. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Mobile home – A movable type of housing, made so that it may be moved from place to place and connected to utilities. It does not have to have a permanent foundation.
2. Development houses – Houses that are built on property that a developer buys and divides into lots.
3. Rental apartment – Available, rental units that house many families instead of a single family; a single housing unit located within a multi-unit structure.
4. Condominium – A housing unit owned by the individual; all other areas are owned jointly by all of the other tenants.

5. Custom built house — One-of-a-kind house, designed by an architect who draws the plans and gives the specifications.

6. Older house — A pre-owned house, ranging from recently built to very old.

7. Single unit housing — A housing unit that has space on all sides, and is designed to be occupied by one family.

8. Duplex — Two separate housing units in the same structure.

9. Co-operative apartment — The whole building is owned by the tenants themselves; one apartment cannot be sold without the others agreeing.

10. Prefabricated house — A house which is partially assembled at a factory instead of piece by piece at a building site.

11. Tenant — One who pays rent to occupy a building.

STUDENT INFORMATION

Summary: Types of Housing

1. Mobile home — A movable type of housing, made so that it may be moved from place to place and connected to utilities. It does not have to have a permanent foundation. Advantages: May be moved from place to place; bought fully equipped; little upkeep; low purchase price; owner does not need a permanent lot. Disadvantages: Resale value is low; moving is expensive; choice is limited within some price ranges.

2. Development house — Sometimes called a "tract" house; houses that are built on property that a developer buys and divides into lots. Advantages: Houses on display often let the buyer see the finished house before buying; can obtain a firm price before building; cost per square foot is lower. Disadvantages: All floor plans are similar; outside of house is not original; landscaping is minimum.

3. Rental apartment — Available, rental units that house many families instead of a single family. Advantages: Less effort and expense in upkeep; price range is wide; large units are self-contained; usually near cultural and essential services. Disadvantages: Children are often excluded; no return on money invested.

4. Condominium — A housing unit owned by the individual; all other areas are owned jointly by all of the other tenants. Advantages: All home owners contribute to the upkeep; maximum privacy, security; may sell without approval of other owners. Disadvantages: Children are sometimes excluded; must pay property taxes.

5. Custom built house — One-of-a-kind house, designed by an architect who draws the plans and gives the specifications. Advantages: The builder gets exactly what he/she wants. Disadvantages: Expensive.

6. Older house — A pre-owned house, ranging from recently built to very old. Advantages: May be purchased for less; good for the do-it-yourself person. Disadvantages: May be in need of repairs and remodeling; may be higher in price after all repair and remodeling costs are considered.

STUDENT SELF-CHECK

Types of Housing — Identification

On a separate sheet of paper, number from 1 - 6. Identify the type of housing in each sketch and write its name beside the number. Choose your answer from the word list below. Check your answers with those on page 13.

WORD LIST

development house

custom built house

condominium

No. 6

Student Self-Check, Types of Housing – Identification (Contd.)

rental apartment

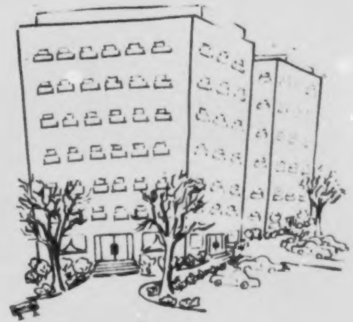
prefabricated house

mobile home

older house

duplex

3



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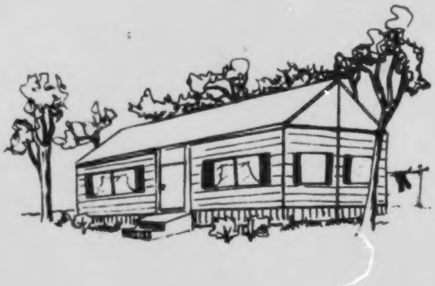

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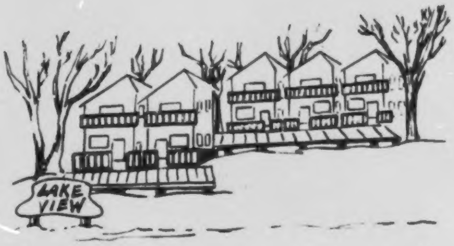

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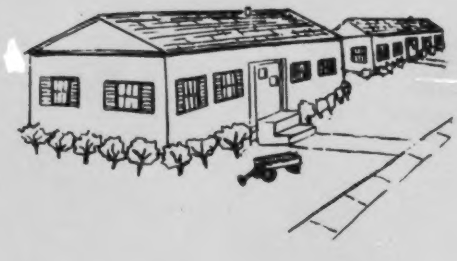
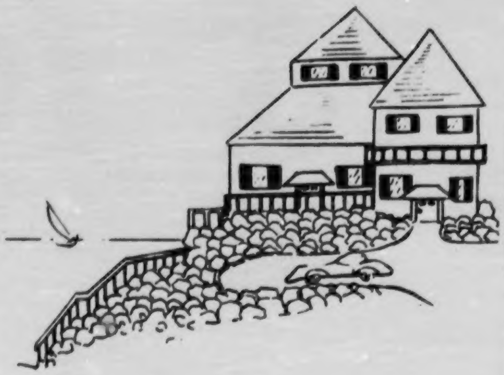


Student Self-Check, Types of Housing – Identification (Contd.)

5



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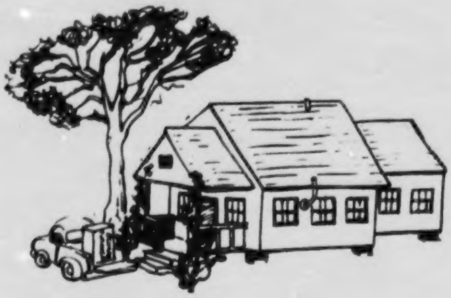

No. 6

STUDENT INFORMATION

SURVEY FORM – INTERVIEWING FOR TYPES OF HOUSING

Use this form as a guide. On a separate sheet of paper, identify the persons interviewed along with the type of housing they occupy.

Name of Person Interviewed	Condominium	Apartment	Mobile Home	Development House	Custom built House	Older House	Other
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

STUDENT SELF-CHECK

Advantages of Types of Housing — Part I

On a separate sheet of paper, number from 1 - 6. Match each definition with the type of housing it describes. Check your answers with those on page 13.

TERMS

1. mobile home
2. development house
3. rental apartment
4. condominium
5. custom built house
6. older house

DEFINITIONS

A. The builder gets exactly what he/she wants.

B. A house is on display and often lets the buyer see the finished house before buying.

C. All home owners contribute to the upkeep; owner may still sell without the consent of the other owners.

D. May be moved from place to place; bought fully equipped.

E. May be purchased for less; good for the do-it-yourselfer.

F. Less effort and expense in upkeep; usually near cultural and essential services.

Disadvantages of Types of Housing — Part II

On a separate sheet of paper, number from 1 - 6. Match each definition with the type of housing it describes. Check your answers with those on page 13.

TERMS

1. mobile home
2. development house
3. rental apartment
4. condominium
5. custom built house
6. older house

DEFINITIONS

A. Expensive; the owner should be able to interpret blueprints.

B. May be in need of repairs and remodeling. May be higher in price after all repair costs are considered.

C. Pay property taxes and children are often excluded.

D. No return on the money you invest.

E. Resale value is low; moving is expensive.

F. All floor plans are similar; outside of houses are alike or similar; landscaping is a minimum.

STUDENT INFORMATION

Quality Check in Selecting a Mobile Home[1]

Quality factors in choosing a mobile home are important considerations. A quality unit will cost more initially but will be less expensive to maintain. In the final analysis it is better to choose less space and less luxury than accept poor quality. A poor quality mobile home simply will not hold up under daily use.

Quality determination is left largely to the buyer. There are pitfalls to avoid and general guides to quality to identify. First, some of the pitfalls we have all heard about:

--Floors that sag and squeak caused by no bracing or improperly sized joists.
--Doors warping, sagging and binding.
--Windows settling in frames.
--Leaky roofs.
--Warped frames.
--No manufacturer's warranty.
--Inadequate wiring.
--Inadequate, undersized, or poorly installed drains and small diameter water pipes.
--Too small a furnace, inadequate weatherstripping, scanty insulation.
--Cheap appliances.
--Flimsy storage shelves that won't support heavy objects, etc.

Such pitfalls can be avoided by a careful quality check by the potential buyer. First, consider the best industry quality indicators. More and more manufacturers are adhering to industry codes and FHA construction standards since some financing is beginning to require certain basic standards. Look for two things.

1. MHMA-TCA Seal — Indicates the manufacturer's adherence to A119.1 minimum construction standards. These construction standards are comparable to conventional housing standards and require minimum performance standards for body and frame design, basic construction, and proper installation of plumbing, heating, and electrical systems. The South Carolina standards statute recently passed recognizes the A119.1 standards. Testing for standards is done by three laboratories. Underwriters' Laboratories, Pittsburgh, and U.S. Testing Laboratories are the approved agencies for testing.

2. The manufacturer should supply a warranty for the mobile home itself as well as warranties for equipment and appliances used inside the mobile home.

With some quality assurance indicated by the seal, the buyer should begin a thorough quality inspection, step by step, examining these items carefully:

1. CABINETS, CUPBOARDS, AND CLOSETS

--Sturdy and finished inside?
--Closets at least 60.9 cm (24 inches) deep inside?
--Are closet rods strong and well anchored?
--Is shelving material heavy enough to support storage?
--Folding doors? (Give more accessibility than sliding)
--Are drawers smooth inside?
--Do drawers operate on nylon glides or some similar easily movable device? (Remember that an empty drawer operates more easily than a full one)
--Are the bottoms of drawers well fitted and sturdy?

2. FINISHING

--Are moldings and baseboards at ceiling and floor joints and around corners tightly fitted, smooth, and well finished?
--Paneling — is it smooth, well finished, or does it "give" too much when you press against the wall? Are joints well handled? (Dark finishes in small areas make space seem smaller; light finishes on paneling add light and "roominess.")

3. CEILING

--Check for sagging — push against it to check for sturdiness.

4. FLOORS

--Walk across the floor fairly rapidly to see if it "gives" with your weight. Roll a marble across it. Is it even? If you are checking at night, place a flashlight on the floor. The beam of light will show irregularities. Walls may be checked the same way.
--Stand on your tiptoes and let your full weight come down on your heels. Does it "give"?

NOTE: The floor should be designed to be flexible and a certain amount of "springiness" may be expected, especially if the unit is not yet blocked. Ask to see a properly blocked unit. Blocking instructions are inside each unit, but units should be blocked at least every 3 m (10 ft). This is a very important factor in the life of a mobile home.

--Examine the floor around heat vents and carefully avoid any weakness here.
--Good quality flooring, whether it is resilient or carpeting, is a basic requirement. A mobile home floor receives the same amount of traffic as a large home but in less space and produces higher wear rate.

5. DOORS

--Interior doors of the sliding or pocket type do not block space and ventilation that hinged doors do.
--Exterior doors should (1) open outward (if there are two doors, the screen door will open outward); (2) be wide enough to move appliances through, minimum .8 m (2 ft 8 in), better .9 m (3 ft); (3) be weather stripped, tightly fitted and sealed well; (4) free from warpage.

6. WINDOWS

--Levers and cranks should operate easily and close the window tightly.
--Are the frames well mounted and snugly fitted?
--Are "picture windows" of good quality plate glass or thermopane?
--Do all movable windows have screens that are in good shape and fit snugly?
--Are there storm windows for all windows (except thermopane)?

7. FABRICS

--Is the fabric used in upholstery, draperies, and bedspreads of good quality, easily cleaned material? (Again, light colors, especially in drapery materials, will admit more light to pass through the often smaller windows of the mobile home. Well-constructed furniture and good beds are also important considerations, but limited space here does not allow for discussion of quality of furnishings and appliances.)

8. BATHROOM

--Are bath fixtures full sized, standard fixtures?
--Does the medicine cabinet have enough room inside?
--Are lighting, ventilation, and heating adequate?
--Is there an electrical outlet available at the lavatory?
--Are pipes insulated?
--Check for chips or defects in porcelain.

9. ELECTRICAL

NOTE: Proper wiring procedures should be indicated by the seal near the front door. But proper wiring may be followed without fully providing for needs within the unit. So check for these things:

--Are fixtures and lamps well located for their intended use?
--Are there enough outlets in each room? Outlets should be conveniently placed at least every 2.4 m (8 ft). A119.1 standards require an outlet every 1.8 m (6 ft).
--Is the bathroom mirror well lighted?
--Is the kitchen work surface well lighted?
--Are study, reading, and table lamps located so that the bottom of the shades are 102 to 107 cm (40 to 42 in) from the floor — average eye level when seated?

--Is it possible to have a 150-watt lamp for prolonged reading or sewing if needed?
--Can you light the way ahead of you as you pass through the mobile home?

10. HEATING–COOLING–INSULATION

--Is the furnace centrally located within the mobile home or are electrical panels or baseboard strips well placed in rooms?
--Are baseboard or floor vents from a central furnace well located, well installed, and well constructed?
--If the air conditioning system is a part of a combined heating/air conditioning system, is the duct work large enough to handle cooling requirements? (must be larger in capacity than for heat alone)
--If air conditioning is a separate system, a roof unit is preferable since the movement of cool air is downward.
--Are ceiling, walls, and floors adequately insulated? If examination is not possible, check manufacturer's specifications for:

--Ceiling – *R 12 to 24 = 7 - 17 cm (2¾ - 7 in)
--Walls – R 8 to 11 - 3.8 - 8.9 (1½ - 3½ in)
--Floors – R 9 to 13 = 3.8 -8.9 cm (1½ - 3½ in)
--Higher R values are needed for economical use of electrical heating
--Enclosed crawl space is needed in combination with floor insulation
--*R = a measured standard rating for a material's resistance to heat flow

[1] Courtesy Clemson University Extension Service, Clemson, S.C., Agricultural Engineering Housing Leaflet 402, Mobile Home Living Series.

STUDENT INFORMATION

Rating Permanent Housing[2]

You will visit different kinds of permanent housing available in your community. On a separate sheet of paper, number as shown in this student information section. Read the sentence that describes the housing, and write after the number the type of housing you are observing. In some cases the statement may apply to more than one type of housing.

THE NEIGHBORHOOD:

1. Free from commercial development, attractive, and well maintained.
2. Near as you wish to be to centers such as schools, churches, shopping.
3. People you will enjoy as neighbors.
4. Variety in plans and house styles.
5. Homes complement each other in design and color.
6. Character and quality of neighborhood likely to remain unchanged.
7. Neighborhood zoned residential.
8. Free from danger of flooding.
9. Streets well maintained and lighted.
10. Storm sewers, paving, etc., paid for (or already installed)
11. Electric, gas, water, sewage, telephone, and trash collection service satisfactory.
12. Fire and police protection.
13. Tax level consistent with services provided and a rate you can pay.

THE SURROUNDINGS:

1. Grading for drainage.
2. Adequate for privacy and family activities you enjoy.
3. Living areas face east or south, or if face west, is there proper sun and wind control (trees, wide overhang, etc.).
4. Pleasant view and likely to remain so.
5. Attractive trees, shrubbery.

6. Automobile access easy.
7. Driveway space for turning and for guests' cars.
8. Easy entry to garage.
9. Easy entry to kitchen area.
10. Platforms and entries free from hazards.

THE HOUSING:

1. Meets your needs.
2. Adequate insulation.
3. Weatherstripping, caulking, and window putty in good condition.
4. Free of obvious paint problems.
5. Adequate protection against decay and termites.
6. Roofing and roof in good condition.
7. Chimney and fireplace in good shape.
8. Attic well ventilated.
9. Gutters and downspouts in repair.

LIVING AREA:

1. Living room separated visually from front door.
2. Arranged to avoid cross traffic.
3. Living room 3.7 to 4.6 m (12 to 15 ft) wide and at least 4.9 m (16 ft) long.
4. Adequate wall space for furniture.
5. Location of family room best for your family's needs.
6. Traffic through house desirable.

KITCHEN, DINING AREA:

1. Kitchen arranged so traffic does not go through work area.
2. Work counter and appliances adequate and arranged well.
3. Enough cabinets with shelves in easy reach, roll-out drawers.
4. Will your appliances fit in correct space?
5. Adequate dining space for family.

BATHROOMS, BEDROOMS:

1. Bathrooms located to avoid view from living areas.
2. Ventilation adequate.
3. Fixtures in good condition.
4. Bath or half bath on same floor as kitchen and near the work and play areas.
5. Enough bedrooms of sufficient size to meet the needs.
6. Windows low enough to see out when in bed and to get out in case of fire.

CLOSETS AND STORAGE:

1. At least 1.2 m (4 ft) closet rod for each person.
2. Linen shelves and bathroom storage shallow and easily accessible.
3. Garage and/or basement storage.
4. Garage accessible from front and back doors under shelter.

UTILITIES:

1. Heating system adequate, efficient, and economical.
2. Electrical service entrance provides capacity of 100 amperes or more.
3. Three-wire service, 12 or more 115-volt circuits.
4. Enough electrical outlets conveniently located including 220-volt outlets for clothes dryer, range, etc.

5. Water supply, public or private supply, adequate and safe.

6. Water pressure adequate (flush the toilet and turn on the faucet to check)

7. Supply of hot water adequate.

FINANCING:

1. Is the lot and landscaping included (house)?

2. Any prepayment clauses?

3. Lowest rate of interest available?

MISCELLANEOUS:

1. Draperies and carpet provided.

2. Locked storage area.

3. Children and pets allowed.

4. Adequate laundry space.

5. Can pictures or other objects be fastened to the wall?

6. Set of rules for the housing.

7. How is rent or payment made? To whom?

[2] Courtesy Clemson University Extension Service, Clemson, S.C., Housing Leaflet 207, Selecting a Home to Buy or Rent.

STUDENT SELF-CHECK

Types of Housing — Identification

Answers

1. mobile home
2. development house
3. rental apartment
4. condominium
5. custom built house
6. older house (or pre-owned house)

STUDENT SELF-CHECK

Advantages of Types of Housing — Part I

Answers

1. D
2. B
3. F
4. C
5. A
6. E

Disadvantages of Types of Housing — Part II

Answers

1. E
2. F
3. D
4. C
5. A
6. B

OBJECTIVE **MFE No. 4** **MODULE** **No. 6**

EVALUATOR'S FINAL CHECKLIST

Title: **RATING TYPES OF HOUSING**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
Student was able to do the following, to the satisfaction of the instructor:			
I. Name six types of housing by identifying sketches:			
mobile home	☐	☐	☐
development house	☐	☐	☐
rental apartment	☐	☐	☐
condominium	☐	☐	☐
custom built house	☐	☐	☐
older house	☐	☐	☐
2. Give at least one advantage and one disadvantage of each the following kinds of housing:			
rental apartment			
advantage	☐	☐	☐
disadvantage	☐	☐	☐
condominium			
advantage	☐	☐	☐
disadvantage	☐	☐	☐
mobile home			
advantage	☐	☐	☐
disadvantage	☐	☐	☐

OBJECTIVE MFE No. 4 MODULE No. 6

EVALUATOR'S FINAL CHECKLIST

Title: **RATING TYPES OF HOUSING (continued)**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
development house			
advantage	☐	☐	☐
disadvantage	☐	☐	☐
custom built house			
advantage	☐	☐	☐
disadvantage	☐	☐	☐
older or pre-owned house			
advantage	☐	☐	☐
disadvantage	☐	☐	☐

Housing and Home Furnishings

RATING HOUSE PLANS

INTRODUCTION

If a person can interpret a floor plan, he/she will be able to decide whether the plan meets the needs of the family who is considering the house. Whether a house is in the planning stages or a finished dwelling, the buyer will be able to look at a floor plan and determine the degree to which it will satisfy family needs. In this module you will learn how to determine traffic patterns and evaluate housing space for family needs.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

1. Given a floor plan for a house and a case study of a family, rate the plan.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, RATING HOUSE PLANS.

Your instructor will give you the floor plan for a house and a case study of a family. Rate the plan for the family described in the case study.

LEARNING ACTIVITIES

1. READ Student Information, TRAFFIC PATTERNS, p. 2, to become familiar with the meaning of traffic patterns (or traffic lanes),

   (and/or)____________________________.

2. VIEW transparencies showing traffic patterns. Tell how changes in the following areas would cause a change in the traffic pattern: furniture grouping, position of doors, the way the door swings, placement of closets, changes in the floor plan. Discuss your ideas with a partner. Refer to additional references if necessary,

   (and/or)__________________________.

3. READ about how to judge space requirements in a reference provided by your instructor,

   (and/or)__________________________.

4. LIST factors that influence the space needs of a family. Brainstorm with a partner if you wish. When you finish, read Student Information, SPACE NEEDS OF A FAMILY, p. 3. Compare your answers with the information given on the sheet,

   (and/or)__________________________.

5. READ Student Information, ANALYZE AND SCORE YOUR HOUSE PLAN, p. 4.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Traffic Patterns

The path that people take when they walk through a room makes what we call the traffic pattern. A person should be able to take the shortest route through a room without meeting a piece of furniture face-to-face or without interrupting the conversation of a group of people. The furniture in the area where people sit to talk should be grouped in such a way that the people talking will not be interrupted by traffic. If doors are placed in a room in such a way that a large grouping of furniture cannot be achieved, try to place two smaller groups so that traffic can move between them.

There are many ways that a poor traffic pattern might interfere with satisfying day-to-day living. Some which might be mentioned are: disruption of study or reading, interruption of conversation, listening to music, watching television, playing games. For every activity that goes on within a household, furniture must be arranged to accommodate the activity.

In choosing and evaluating a floor plan, it is desirable to establish the traffic pattern as nearly as possible. Those routes through a house that will be used most often should be kept clear, and in most instances, as short and direct as possible. For instance, if one must do the laundry, he/she will not want to walk through the living room in order to get to the laundry room. Also, it would be annoying for a family to go through the kitchen in order to get to the family room or den.

When you are studying and rating a house plan, check to make certain that all family activities can be carried on in the house with freedom and ease. In summary, the established traffic pattern should allow for these things:

1. Direct routes that allow privacy.
2. Traffic does not interrupt living, dining, and work areas.
3. Hall width should be from .99 m to 1.22 m (3'4" to 4'); never less than .91 m (3').
4. Hall space should not be more than necessary.
5. Easy escape from fire.
6. Doors located to avoid undesirable views to other rooms and blockage of pathways.
7. Easy traffic within rooms regarding arrangement of furniture, closets, and bathrooms.

STUDENT INFORMATION

Space Needs of a Family

There are a great many things that influence the space needs of a family. The amount of space that a person requires depends in part on whether he/she is a "contact" person or a "non-contact" person. A contact person is one who likes to be with other people. It is this kind of person who might plan a large kitchen with lots of space so that several people might work at one time. A contact person might plan: a bedroom for two people instead of one; chairs close enough so that the persons seated in them might touch each other; a lot of open spaces in a house so that the whole family might be together a lot of the time.

A "non-contact" person is one who can work well alone. This kind of person might plan a very small kitchen in which only one person can work comfortably. If a room must be shared, he/she would plan a definite division of space – dividers, sound barriers, etc.

The sizes and ages of the people within the family also affect the amount of space each one needs. A family of very large people require taller ceilings, larger chairs and beds, more walking room; and as a result, more space. Young children require room to move, to play, to react with each other and with the family members. As they get older, they may require room for dancing, for collecting, and for special projects in which they may become interested. Families whose children are older and away from home may not require as much living space as the "young" family. However, older parents whose children are away from home and visit them often may find that they need more sleeping area, etc., than they did when the children were young. So we see that the family cycle determines to a very large extent the amount of space that is required by the family.

STUDENT INFORMATION

Analyze and Score Your House Plan*

This guide gives desirable features and some standards. Score by points: Good – 3, Fair – 2, Poor – 1.

Front Entrance

1. Convenient to drive and parking.
2. Sheltered from weather.
3. Easily accessible – few steps, space for door operation.
4. Desirable location in relation to interior.
5. Coat closet convenient.

Service Entrance

1. Accessible from drive or carport.
2. Near kitchen.
3. Some protection from weather.
4. Storage for outdoor wear.

Traffic Pattern

1. Direct and allowing privacy.
2. Traffic does not interrupt in living, dining, and work areas.
3. Hall width 1 m to 1.22 m (3'4" to 4'). (Min. .91 m or 3')
4. Allotted hall space not excessive.
5. Easy escape from fire.
6. Doors located to avoid undesirable views to other rooms.
7. Easy traffic within rooms regarding furniture, closet, and bathroom.

Living Area

1. Adequate size (min. 3.66 x 4.27 m or 12' x 14') with wall space for furniture.
2. Windows at least 10% of floor area.
3. Traffic flow desirable.
4. Well related to other areas.

Dining Area

1. Adequate space in or near kitchen (2.44 x 3.05 m or 8' x 10' for seating six)
2. Good natural lighting.

Kitchen

1. Right to left arrangement with sequence of refrigerator, sink, range, unbroken by doors (except 2-wall kitchen.)
2. Cabinet frontage 1.83 to 3.05 m (6 to 10') not including sink cabinet.
3. Counter between refrigerator and sink .91 m (3') or more.
4. Windows at least 10% of floor area.
5. Convenient service exit.

Laundry

1. Space for washer, dryer, and storage in kitchen, bathroom, or preferably heated utility room.
2. Light and ventilation adequate.

Bedrooms

1. Accessible from hall.
2. Windows and doors located to allow wall space for furniture.
3. Window space 10% of floor area for light and 4% for natural ventilation.
4. Closets .61 m (2') depth, 1.52 to 1.83 m (5 to 6') width per room. (Min. .91 m or 3')

Bathroom

1. Accessible from hall with door .7 m (2'4") wide.
2. Lavatory with counter – nearest fixture to door.
3. Tub on inside wall.
4. Space to assist another person.
5. Storage for bathroom supplies.

Other Features of Merit

1. Second or half-bath.
2. Linen and cleaning closets.
3. Suitable space for telephone.
4. Outside storage – 1.5 to 4.5 sq. m. (16 to 48 sq. ft.)
5. Garage or carport.

Your Score

Excellent	111-130
Good	96-110
Fair	80- 95

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*Analyze and Score Your House Plan, Clemson University Housing Committee, Cooperative Extension Service Leaflet.

EVALUATOR'S FINAL CHECKLIST

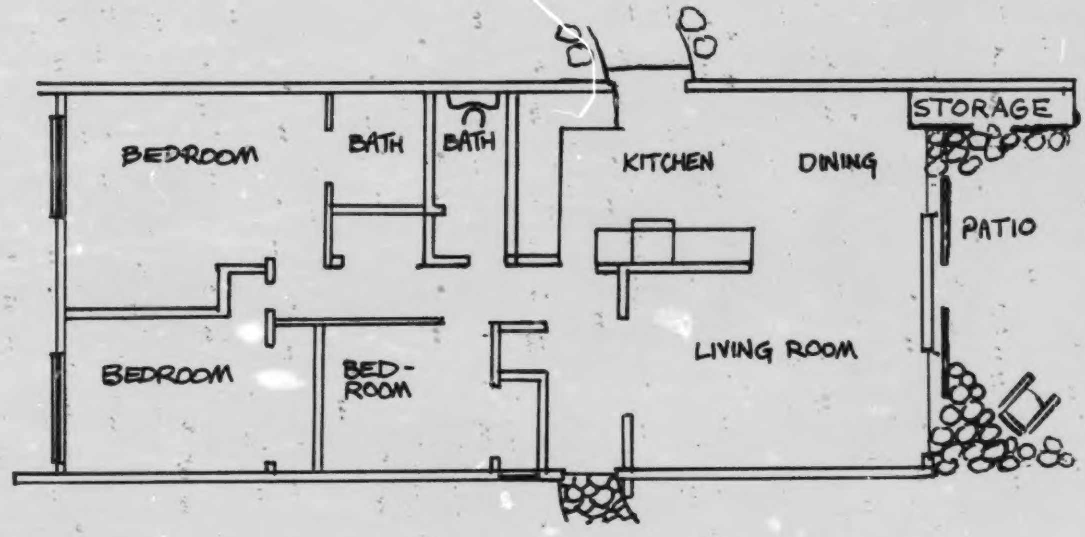
Title: RATING HOUSE PLANS

DIRECTIONS: On a separate sheet of paper number 1-4. Read the following case situation. List at least four major factors the Jones family should consider regarding the floor plan shown below. Your instructor will rate your responses.

Case Situation

Mr. and Mrs. Jones are newlyweds. They work together in their privately owned business. Mr. Jones is an artist who has won many awards with his watercolors. Mrs. Jones is a graphic artist who designs book covers under a private contract. They would like to work from a studio in their house. Mrs. Jones enjoys gardening and landscaping and takes the responsibility of keeping their yard looking neat. She wants to raise vegetables for their year-round use. Mr. Jones enjoys coaching the little league team in baseball, and plays with his local church team. They enjoy entertaining their friends and often have several couples at their home following football games for a late-night supper. The Joneses enjoy traveling during their spare time and often look through travel brochures to plan their next trip.

House Plan



Housing and Home Furnishings

RATING A READY-BUILT HOUSE

INTRODUCTION

Because building costs have increased so much in the last few years, many people are finding the purchase of an older house a practical idea. It is difficult, however, to judge the quality of a house after it is built. In this module you will learn some guidelines to follow to help you rate the structure of an older home.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a description of an older (or used) house and a rating chart, rate the structure of the house.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, RATING A READY-BUILT HOUSE.

Your instructor will provide you with a description of a used house and a rating chart. Rate the house using the rating chart.

LEARNING ACTIVITIES

1. READ about the structure of a ready-built house in a reference provided by your instructor,

   (and/or)____________________________.

2. LISTEN to a panel composed of a building contractor, plumber, electrician, and realtor give important facts about building materials and construction,

   (and/or)____________________________.

3. STUDY Student Information, RATING A READY-BUILT HOUSE, p. 3. PRACTICE rating a ready-built house by rating the housing you or a relative or a friend occupy,

   (and/or) ____________________________.

4. READ about ways to save energy in housing in a reference provided by your instructor,

   (and/or)________________________.

5. MAKE a list of materials that are most helpful in conserving energy in housing. COMPARE your list with a partner,

   (and/or)________________________.

6. READ about advantages and disadvantages of different kinds of plumbing materials and fixtures in a reference provided by your instructor,

   (and/or)________________________.

7. LISTEN to a guest speaker discuss heating systems,

   (and/or)________________________.

8. DISCUSS with an electrical contractor the importance of the proper kind and size of wiring in a house. Discuss how to check wiring systems in an older house,

   (and/or)________________________.

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

No. 8

STUDENT INFORMATION

Rating a Ready-Built House

Rate a ready-built house, using the form below as a guide. Write your rating for each of the factors on a separate sheet of paper.

	Adequate	Inadequate
1. Cracks in foundation.		
2. Vapor barrier and gravel beneath it if any concrete foundations.		
3. Insulation.		
4. Weatherstripping, caulking, window putty in good condition.		
5. Brick, stone, or stairs free from cracks.		
6. Evidence of termites or other structural wood defects.		
7. Roof in good condition.		
8. Chimney and fireplace in good condition (no cracks or smoked areas).		
9. Attic ventilated.		
10. Gutters and downspouts in good repair; drain in a desirable place.		
11. Heating system.		
12. Water supply (public or private) adequate and safe.		
13. Water pressure (flush toilet and turn on faucets).		
14. Supply of hot water.		
15. Sewage system.		
16. Hardwood flooring closely fitted.		
17. Floors solid, with no squeaks or vibrations when you walk across them.		
18. Doors open and close easily.		
19. Bathroom fixtures in good condition.		
20. Paint free from peeling or bubbles.		
21. Basement free from cracks or signs of water damage.		
22. Electrical outlets conveniently located.		

CHECK-OUT ACTIVITY

Rating a Ready-Built House

Use the Check-Out Activity Rating form on the following page.

Description of house:

You are considering buying an older house.

Heating system: Forced warm air system; fueled with heating oil.

Cooling: Window air conditioning units.

Roof: Light colored asphalt shingles; gutters are rusty in places.

Finish: Brick, no noticeable cracks; painted trim is not peeling.

Fireplace: Damper is loose; chimney is separating from side of house.

Foundation: No noticeable cracks; check reveals no termites.

Plumbing: When toilet is flushed, all faucets have good water pressure; water is very hot; no dripping faucets.

Floors: No squeaks and noises when you walk across them. Basement reveals a layer of insulation.

Attic: About 8 cm (3 in.) of insulation noticeable; ventilators in roof.

Walls: Free from cracks; insulation blown in.

Doors and windows: Fit tightly; open and shut easily; caulking is fresh.

Electrical system: Only three circuits; one outlet in each room.

No. 8

CHECK-OUT ACTIVITY

Rating a Ready-Built House

Rate a ready-built house, using the form below as a guide. Write your rating for each of the factors on a separate sheet of paper.

	Adequate	Inadequate
1. Cracks in foundation.		
2. Vapor barrier and gravel beneath it if any concrete foundations.		
3. Insulation.		
4. Weatherstripping, caulking, window putty in good condition.		
5. Brick, stone, or stairs free from cracks.		
6. Evidence of termites or other structural wood defects.		
7. Roof in good condition.		
8. Chimney and fireplace in good condition (no cracks or smoked areas).		
9. Attic ventilated.		
10. Gutters and downspouts in good repair; drain in a desirable place.		
11. Heating system.		
12. Water supply (public or private) adequate and safe.		
13. Water pressure (flush toilet and turn on faucets).		
14. Supply of hot water.		
15. Sewage system.		
16. Hardwood flooring closely fitted.		
17. Floors solid, with no squeaks or vibrations when you walk across them.		
18. Doors open and close easily.		
19. Bathroom fixtures in good condition.		
20. Paint free from peeling or bubbles.		
21. Basement free from cracks or signs of water damage.		
22. Electrical outlets conveniently located.		

OBJECTIVE MFE 4 **MODULE** No. 8

EVALUATOR'S FINAL CHECKLIST

Title: RATING A READY-BUILT HOUSE

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
The student to the satisfaction of the instructor:	[ ]	[ ]	[ ]
Rated an older house when given a rating chart.	[ ]	[ ]	[ ]

Objective MFE 40

Module No. 9

Housing and Home Furnishings

SELECTING WINDOW TREATMENTS

INTRODUCTION

Window treatments can be like a little bit of magic. With a well-planned one, you can achieve any effect you wish. It can become a background or a focal point. It can frame a lovely view or block out an ugly one. Properly planned window treatments can be real energy savers.

There are many styles of windows designed from a few basic types. To get the most from your windows you must have a working knowledge of the various styles. In this module you will learn about these window styles and many ways to treat each style.

Before you start to work on this module, be sure you have completed Module No. 16, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given magazines, catalogs, decorating booklets, or other illustrations, select window treatments for six window situations provided by your instructor.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING WINDOW TREATMENTS.

Your instructor will provide you with magazines, catalogs, decorating booklets or other illustrations and six window treatment situations. Select window treatments for the situations provided.

LEARNING ACTIVITIES

1. VIEW transparencies which show different types of windows,

   (and/or)____________________________.

2. STUDY window types and styles in a reference provided by your instructor,

   (and/or)____________________________.

3. COMPLETE Student Self-Check, KNOW YOUR WINDOWS, p. 2.

4. VIEW a transparency which identifies the parts of a window,

   (and/or)____________________________.

5. STUDY the definition of the parts of a window in a reference provided by your instructor,

   (and/or)____________________________.

6. COMPLETE Student Self-Check, PARTS OF A WINDOW, p. 8.

7. READ Student Information, SAVING ENERGY WITH WINDOW TREATMENTS, p. 8,

   (and/or)____________________________.

8. COMPLETE Student Self-Check, SAVING ENERGY, p. 9.

9. VIEW transparencies illustrating types of window treatments,

   (and/or)____________________________.

10. READ a reference on window treatments and study pictures included,

    (and/or)____________________________.

11. COLLECT at least one window treatment for each of the 12 types of windows shown in Learning Activity No. 1. Mount pictures of window treatments on separate sheets of paper,

    (and/or)____________________________.

12. SELECT six of the window treatments and DISPLAY them on a bulletin board,

    (and/or)____________________________.

13. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Know Your Windows

On a separate sheet of paper number 1 to 18. Write the name of the style window shown in each picture by the appropriate number. Choose your answer from the list below. Check your answers with those on page 10.

WORD LIST

double casement

awning

dormer

arched

double

ranch or strip

French

bow

jalousie (louvered)

window wall

double hung (standard)

picture

clerestory

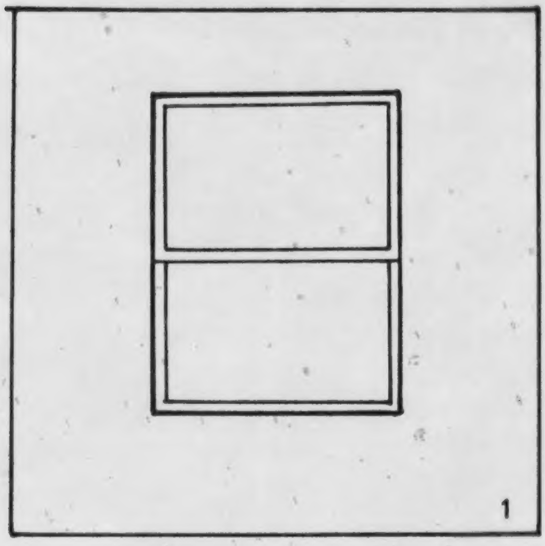
sliding

bay

slanted window wall

corner

casement (outward)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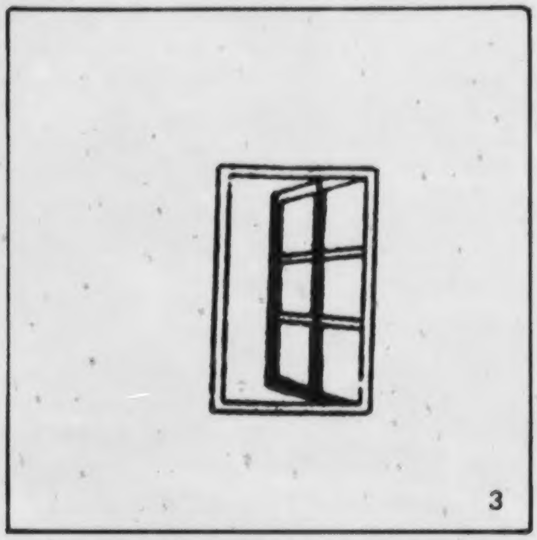
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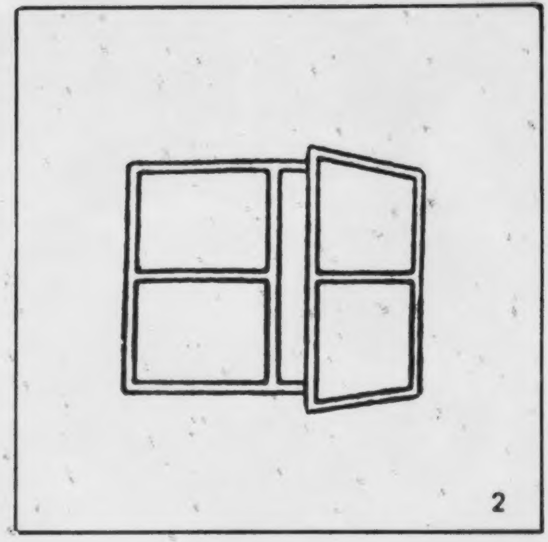
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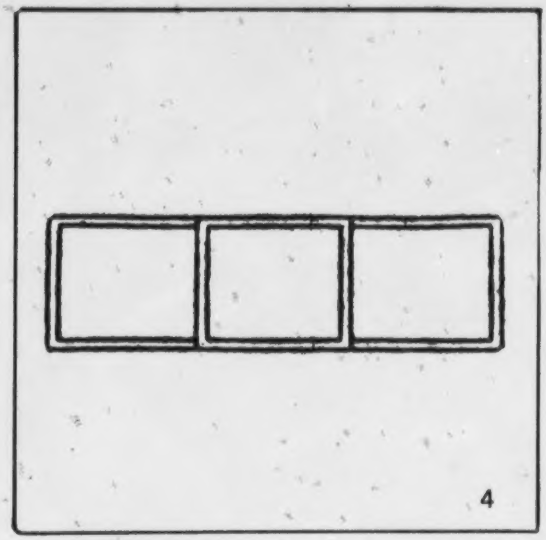
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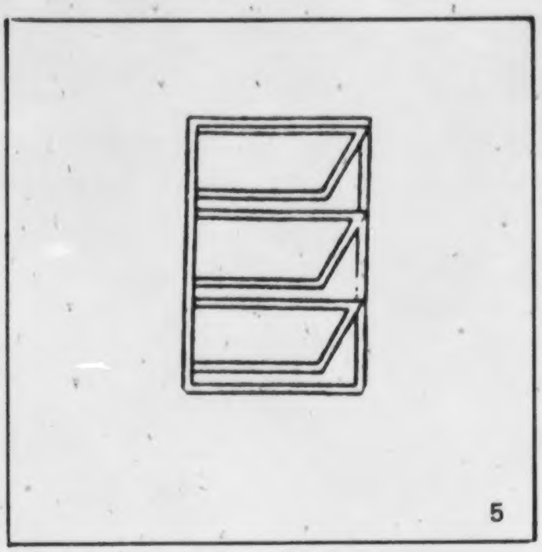

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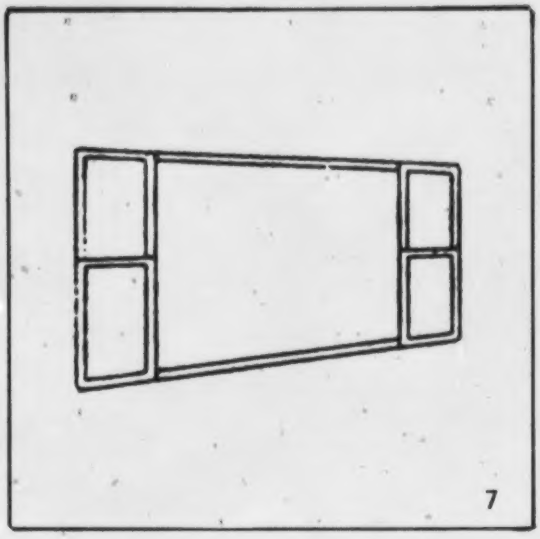

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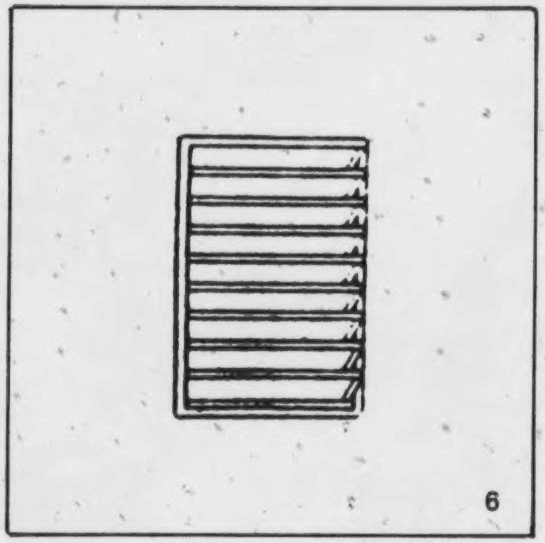

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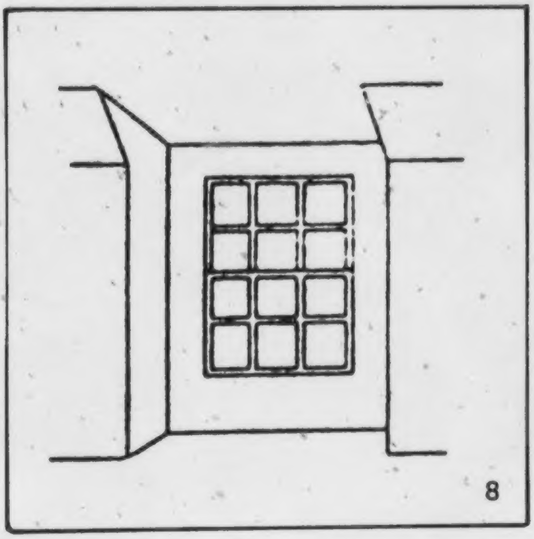

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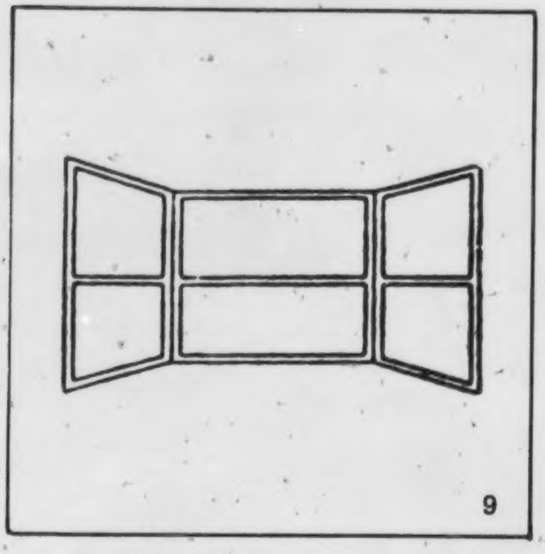

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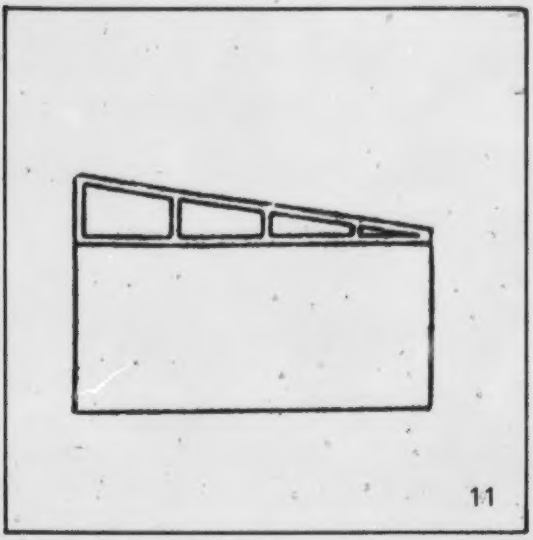

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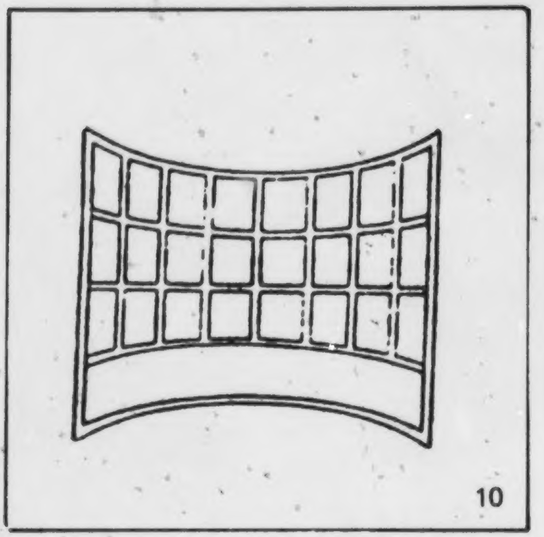

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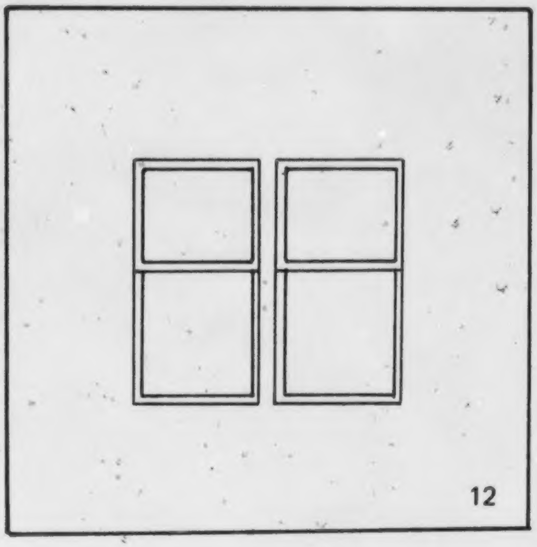

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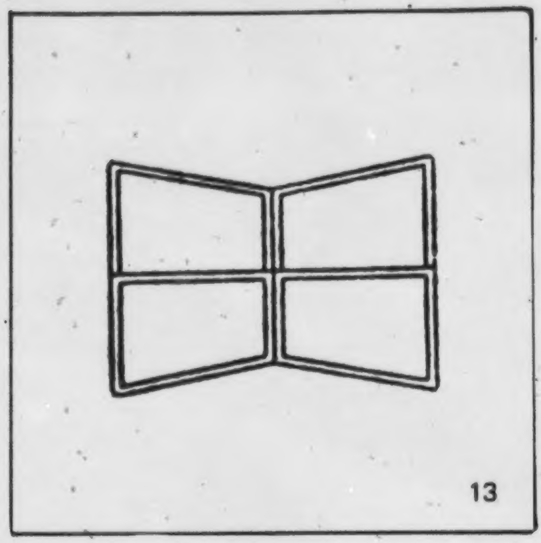
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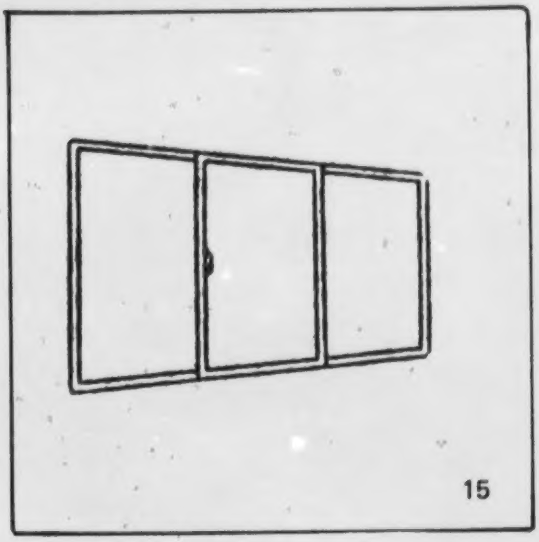
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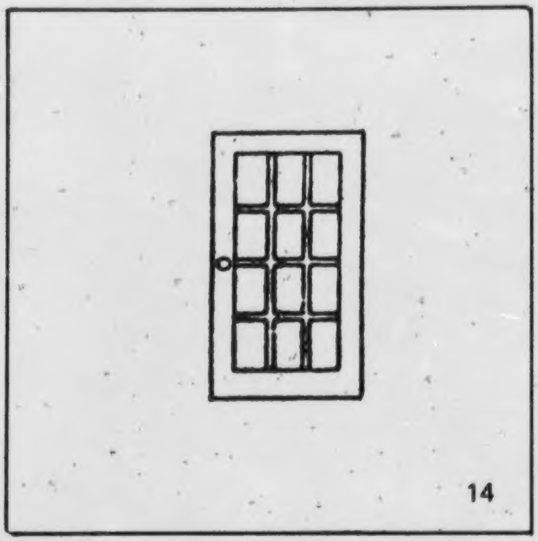
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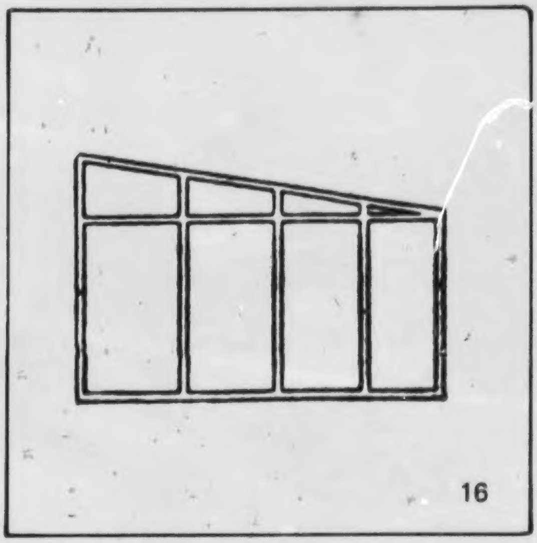
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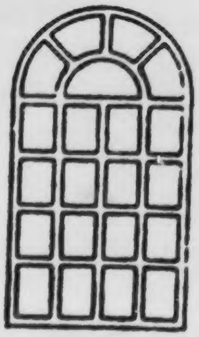

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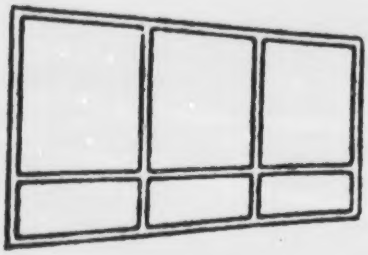
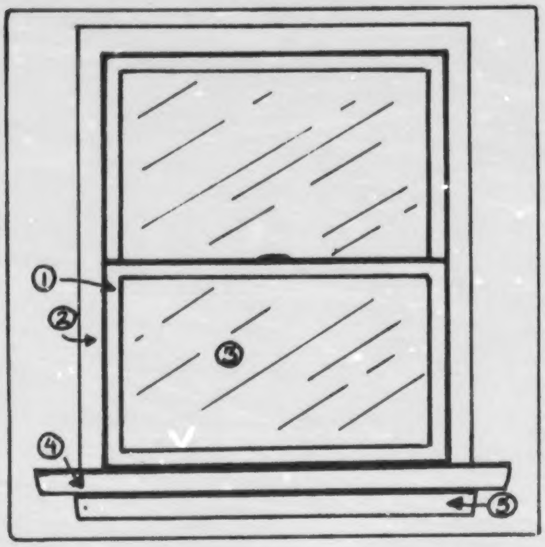


18

STUDENT SELF-CHECK

Parts of a Window

On a separate sheet of paper number from 1 to 5. From the word list below select the appropriate part of the window and write your answer by the corresponding number. Check your answers with those on page 10.



WORD LIST

sill

sash

frame

apron

pane

STUDENT INFORMATION

Saving Energy with Window Treatments

Saving energy is vital, and cutting fuel bills saves you money. One of the ways you can do this is to insulate with well-planned window treatments. In warm weather heat can enter through the windows. In cool weather the heat can escape and coolness enter.

Draperies, like storm windows, trap dead air. The problem is that they must be kept closed in order to block the transfer of heat. In cool weather draperies and shades should be kept open when the sun is shining. At night they should be closed. Fully closed, heavy draperies can reduce heat loss up to 25%.

The best fabric for blocking cold air is a closely woven fabric. This means fabric that you cannot see through when held up to the light. Linings should be made from closely woven fabric, also. Foam or a reflective type lining is best for preventing heat loss. There are new linings available which are designed to keep cold air out in winter and cooled air in during the summer. Layered treatments provide the most insulation. A woven wood shade can be used with both sheers and lined draperies. Yet, all three layers can be drawn to let in sunshine on a cool day. Vertical louvers or awnings can be used also to deflect hot daytime sun.

Your mental attitude plays a part, too. In summer light, open weave draperies will seem to cool things down. In winter you won't feel as cold if draperies hide the slashing sleet and freezing rain. Yet, in winter on a sunny day, the draperies can be opened for a feeling of warmth from the bright sunshine.

STUDENT SELF-CHECK

Saving Energy

On a separate sheet of paper number from 1 to 8. From the word list below, write the word which best completes the sentence by the corresponding number. Check your answers with those on page 10.

WORD LIST

closed

layered

insulate

twenty-five

deflect

opened

foam

closely

1. In order to ___, draperies must be kept closed.
2. ___ or a reflective lining is best for preventing heat loss.
3. ___ woven fabric is best for blocking out cold air.
4. Vertical louvers and awnings ___ hot daytime sun.
5. ___ treatments provide the most insulation.
6. Draperies should be ___ on a cool sunny day.
7. Draperies should be ___ on a warm sunny day.
8. Fully closed heavy draperies can reduce heat loss up to ___%.

STUDENT SELF-CHECK

Know Your Windows

Answers

1. double hung (standard)
2. double casement
3. casement (outward)
4. ranch or strip
5. awning
6. jalousie (louvered)
7. picture
8. dormer
9. bay
10. bow
11 clerestory
12. double
13. corner
14. French
15. sliding
16. slanted window wall
17. arched
18. window wall

STUDENT SELF-CHECK

Parts of a Window

Answers

1. sash
2. frame
3. pane
4. sill
5. apron

STUDENT SELF-CHECK

Saving Energy

Answers

1. insulate
2. foam
3. closely
4. deflect
5. layered
6. opened
7. closed
8. twenty-five

Objective MFE No. 40 Module No. 9

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING WINDOW TREATMENTS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

To the satisfaction of the instructor:

	Accomplished	Not Accomplished	Not Applicable
1. The student considered the following factors in selecting window treatments for situation one:			
A. Window style	☐	☐	☐
B. Window placement	☐	☐	☐
C. Use of window	☐	☐	☐
D. Size of window	☐	☐	☐
E. Shape of window	☐	☐	☐
F. Furnishings	☐	☐	☐
G. Decorating theme	☐	☐	☐
2. The student considered the following factors in selecting window treatments for situation two:			
A. Window style	☐	☐	☐
B. Window placement	☐	☐	☐
C. Use of window	☐	☐	☐
D. Size of window	☐	☐	☐
E. Shape of window	☐	☐	☐
F. Furnishings	☐	☐	☐
G. Decorating theme	☐	☐	☐
3. The student considered the following factors in selecting window treatments for situation three:			
A. Window style	☐	☐	☐
B. Window placement	☐	☐	☐
C. Use of window	☐	☐	☐
D. Size of window	☐	☐	☐
E. Shape of window	☐	☐	☐
F. Furnishings	☐	☐	☐
G. Decorating theme	☐	☐	☐

Objective MFE No. 40 Module No. 9

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING WINDOW TREATMENTS (contd.)**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
4. The student considered the following factors in selecting window treatments for situation four:			
A. Window style	☐	☐	☐
B. Window placement	☐	☐	☐
C. Use of window	☐	☐	☐
D. Size of window	☐	☐	☐
E. Shape of window	☐	☐	☐
F. Furnishings	☐	☐	☐
G. Decorating theme	☐	☐	☐
5. The student considered the following factors in selecting window treatments for situation five:			
A. Window style	☐	☐	☐
B. Window placement	☐	☐	☐
C. Use of window	☐	☐	☐
D. Size of window	☐	☐	☐
E. Shape of window	☐	☐	☐
F. Furnishings	☐	☐	☐
G. Decorating theme	☐	☐	☐
6. The student considered the following factors in selecting window treatments for situation six:			
A. Window style	☐	☐	☐
B. Window placement	☐	☐	☐
C. Use of window	☐	☐	☐
D. Size of window	☐	☐	☐
E. Shape of window	☐	☐	☐
F. Furnishings	☐	☐	☐
G. Decorating theme	☐	☐	☐

Objective HHF 60

Module No. 10

Housing and Home Furnishings

HANGING DRAPERIES

INTRODUCTION

How you hang your draperies does make a big difference in the way they look and operate. It all begins with correct measuring and the selection of the proper drapery hardware. Hardware will include rods; bolts and screws; brackets; pins, hooks, or rings; and possibly decorative holdbacks. In this module you will learn about many types of hardware, how to select and install the most suitable type, and how to achieve the proper hang for your draperies.

Before you start to work on this module be sure that you have completed Module 9, SELECTING WINDOW TREATMENTS.

Read the following objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a window, rod, draperies, measuring tape, fasteners, brackets, supports, and drapery pins or slide hook-rings, install rod and hang draperies.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HANGING DRAPERIES.

Your instructor will provide a window, rod, draperies, measuring tape, fasterners, brackets, supports, and drapery pins or slide hook-rings; install rod and hang draperies.

LEARNING ACTIVITIES

1. REVIEW Student Information, GLOSSARY OF TERMS, p. 2.

   (and/or)______________________.

2. READ Student Information, DETERMINING ROD LENGTH, p. 2.

   (and/or)______________________.

3. COMPLETE Student Self-Check, MEASURING TO FIND CORRECT ROD LENGTH, p. 3.

4. STUDY Student Information, SHOPPING FOR WINDOW HARDWARE, p. 3.

   (and/or)______________________.

5. COMPLETE Student Self-Check, WINDOW HARDWARE, p. 6.

6. READ Student Information, TIPS ON INSTALLING DRAPERY RODS AND HANGING DRAPERIES, p. 6,

   (and/or)______________________.

7. COMPLETE Student Self-Check, INSTALLING DRAPERY RODS AND HANGING DRAPERIES, p. 7.

8. READ about setting pleats in a reference provided by your instructor,

   (and/or)______________________.

9. COMPLETE Student Self-Check, SETTING PLEATS, p. 8.

10. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

Holdbacks – Metal holders fastened to wall or window frame about halfway down to hold drapery back from window.

Finials – Attractive rounded or pointed ends or end pieces on some drapery rods.

"Stack Back" – Amount of space taken up by drapery when it is pulled open.

Traverse Rods – Drapery or curtain rods equipped with cords to pull drapery open or closed.

STUDENT INFORMATION

Determining Rod Length

The length of a drapery rod is the measurement from bracket to bracket. However, to determine this measurement, you must first make the decision where to mount the brackets. Brackets can be mounted on the window frame, but it is generally considered best to mount the rod at least 10 cm (4 inches) out on either side of the window and 10 cm (4 inches) up above window glass. See figure 1. In this case the rod would measure the width of the window plus 20 cm (8 inches) not including the length of the finials which extend beyond the window or the brackets. This placement of brackets permits the drapery to completely cover the window frame, gives better light control, better privacy, and hides the drapery rod and heading from outside view.

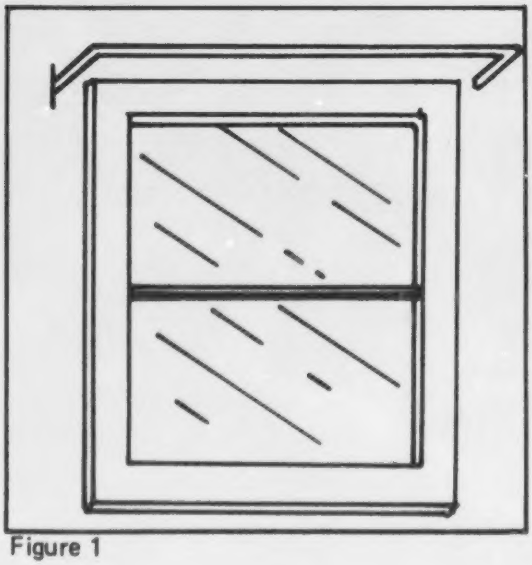


Figure 1

For a full view of the window allow enough "stack back" space for the bunched up drapery at the sides of the window. Most dealers will have a "stack back" chart to help you estimate how much wall space you need for different widths of windows and for various fabrics.

STUDENT SELF-CHECK

Measuring to Find Correct Rod Length

On a separate sheet of paper, answer the following two questions. Check your answers with those on page 9.

A. Length of rod equals width of window plus ______ centimeters not including finials (on each end).

B. Sample: If the window measures 100 cm (40 inches) across top, the correct rod length would be

STUDENT INFORMATION

Shopping for Window Hardware [1]

Behind the scene or on display, window hardware makes a big difference in how your draperies look and hang. That is why it is important to choose sturdy, workable hardware that is suitable for your choice of drapery.

Workrooms that specialize in custom-made draperies will have a large selection of window hardware. Department and specialty stores have many items from which to choose. Discount stores offer good budget-priced hardware usually limited to the basic types. Prices may range from budget-priced at $2 to luxury-priced at about $85.

There are several different qualities of traverse rods, and in general the more you pay, the stronger the rod. The best quality ones are made of thicker than usual metal with larger diameter, stronger overlaps and brackets, and larger pulley wheels to make cord pulling easier.

Rods are made of metal or wood, or metal painted to resemble various woods or pewter. Metal rods are adjustable but wooden ones must be ordered in the proper length. You must be sure to allow for the finials which extend beyond the window frames.

The basic types of drapery rods are wooden poles and rods (figure 2), conventional (plain) traverse rods (figure 3), and decorative traverse rods (figure 4).

Extender rods are available in almost all types of hardware. The rod can be mounted on the window frame with sections extending at each side. This allows you to cover a portion of the wall without fear of damage caused by wall brackets. However, special hardware items are available if wall installation is necessary.

[1] Adapted from "Shopping for Window Hardware," Better Homes and Garden, June 1979.

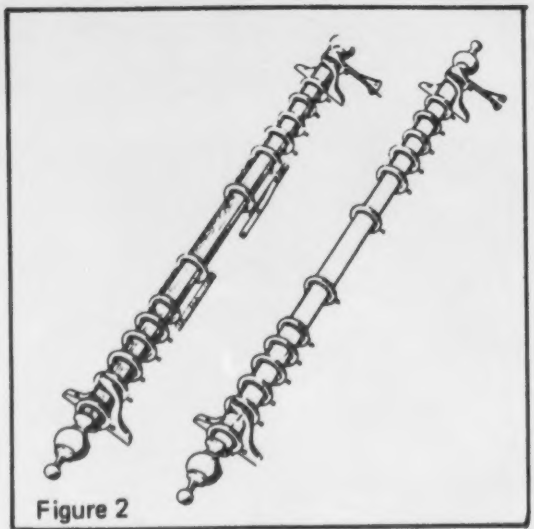


Figure 2

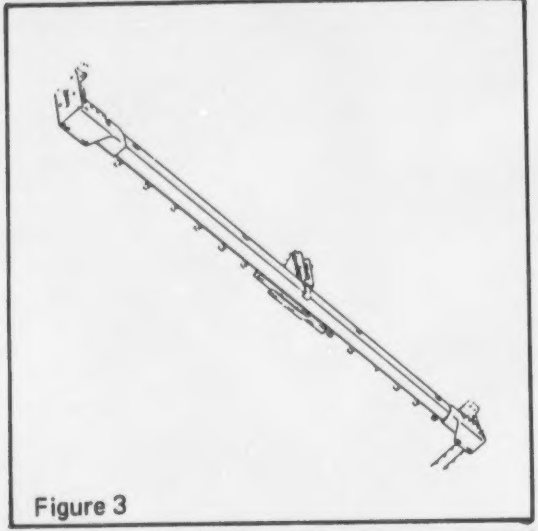


Figure 3

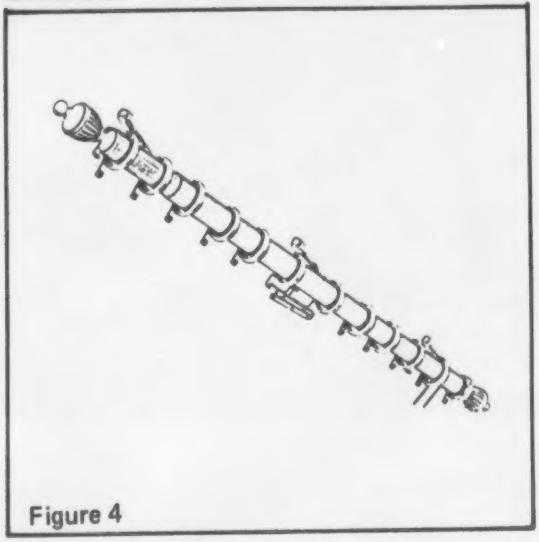


Figure 4

You must first determine wall construction before you purchase hardware for mounting brackets. Since these special types of hardware do not come packaged with the drapery rod and brackets, you will need to purchase them separately.

If the rod is to extend to the wall beyond the window frame, consider how it will be put up and how it can be attached to sheet rock, plaster, masonry or other wall materials securely.

For a sheet rock wall, (hollow wall, dry board), a molly bolt is recommended. A wood screw will not be satisfactory. See figure 5.

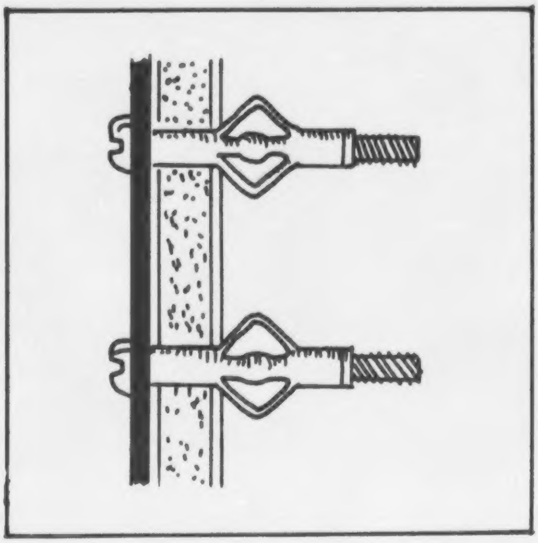


Figure 5

A lead or plastic anchor is recommended for mounting brackets in a cement block wall. See figure 6.

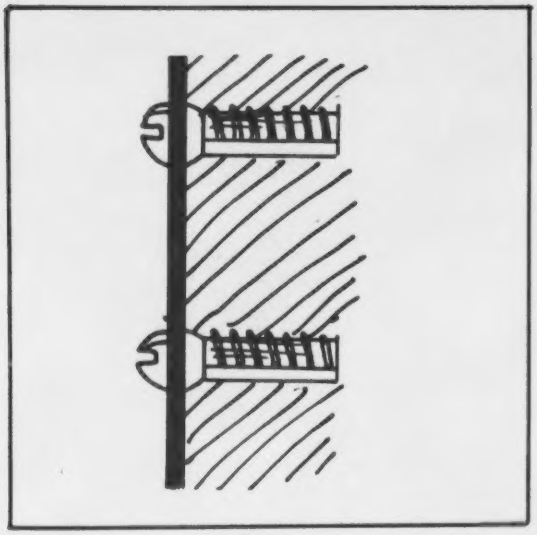


Figure 6

Plaster screws are recommended if you are installing the bracket on a plaster wall. See figure 7.

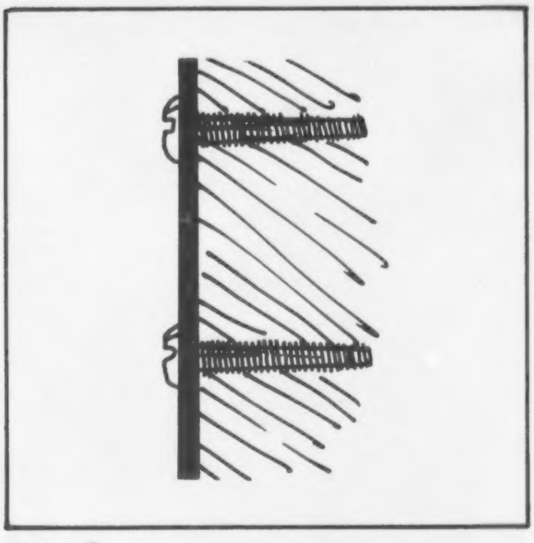


Figure 7

Drapery pins come in different types. Select one that will hold the drapery heading erect and will not have a tendency to slip out. Whether you use pin-on, sew-on, or slip-on hooks, be sure they are heavy enough for the weight of your fabric. See figures 8, 9, and 10 for types of pins (hooks) frequently used.

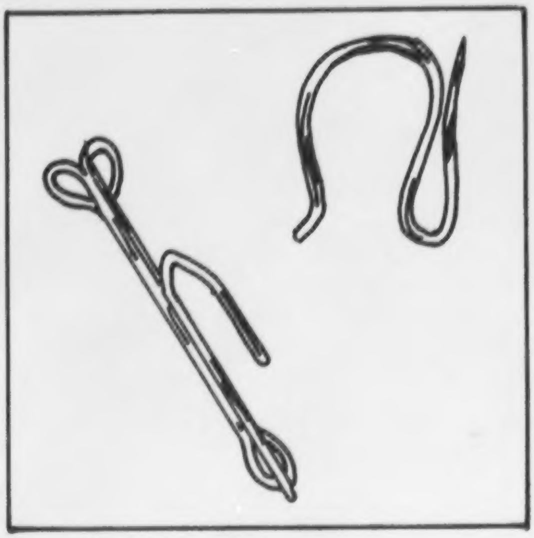


Figure 8

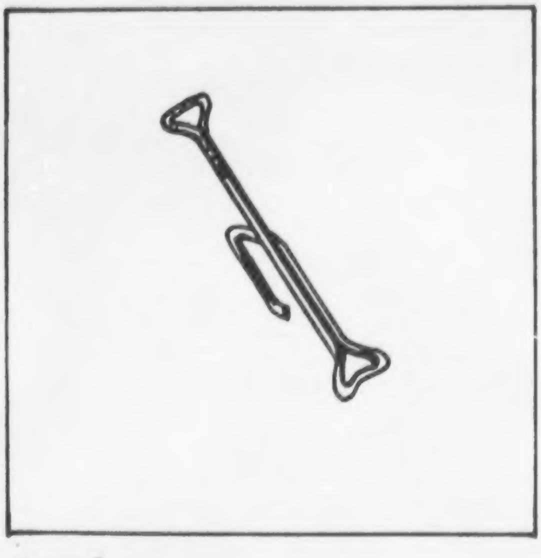


Figure 9

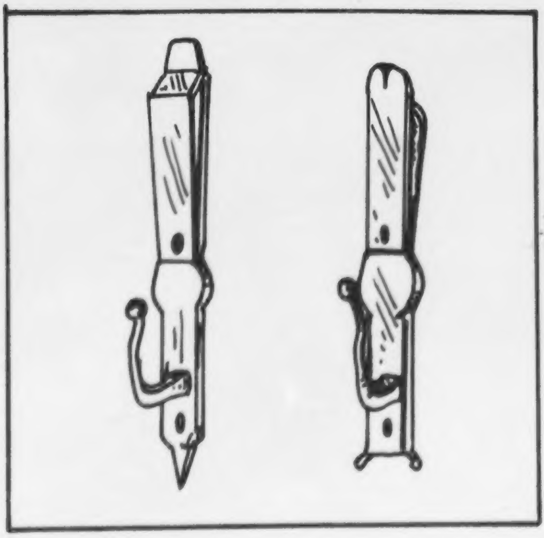


Figure 10

STUDENT SELF-CHECK

Window Hardware

On a separate sheet of paper write down the numbers of the statements below which are true in relation to window hardware. Check your answers with those on page 9.

1. The best quality of traverse rods are made of thicker than usual metal, stronger overlaps and brackets, and larger pulley wheels.
2. Rods are generally made of metal or wood.
3. Wooden rods may be easily adjusted in length.
4. Metal rods are adjustable.
5. Drapery pins should be heavy enough to hold the hem straight.

STUDENT INFORMATION

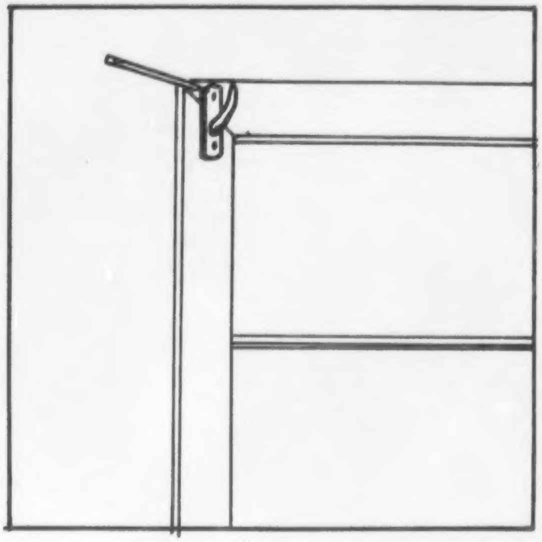
Tips on Installing Drapery Rods and Hanging Draperies

Installing carefully chosen hardware for hanging draperies is an important step toward beautiful windows. You need to select rods that will be suitable for your windows and the style of drapery you will use.

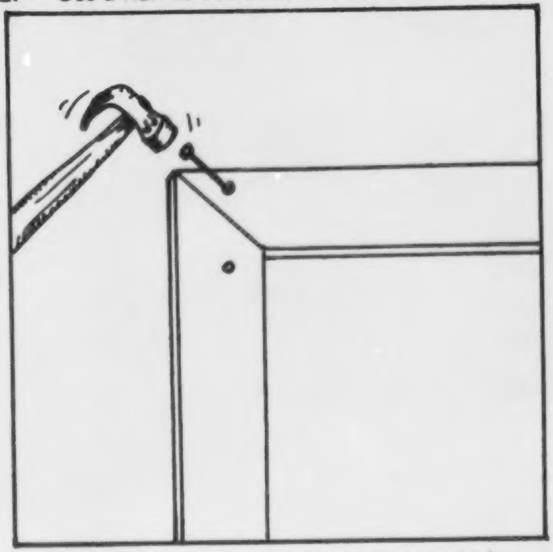
As a rule wood screws for installing a drapery rod are packaged with the rod, along with instructions for installation. If brackets do not come with the rods, check before you buy to be sure you select ones that fit.

If you are mounting the drapery bracket on the wood frame, following are suggestions for a good installation.

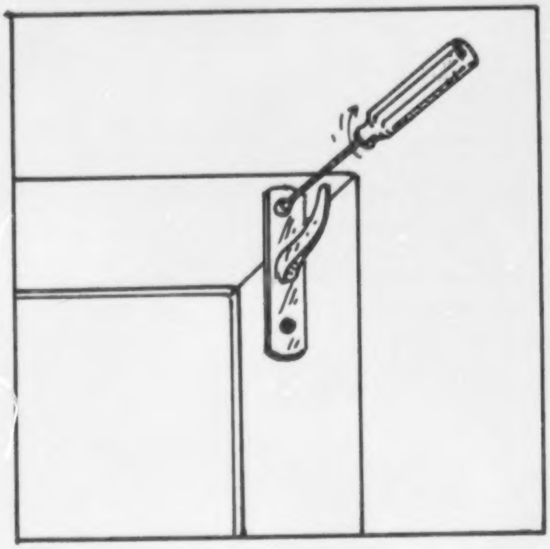
1. Position drapery rod bracket and mark holes with pencil. Be sure you do not put screw in the miter joint.



2. Use a nail to start holes for screws.



3. Secure drapery rod bracket to window frame using a screwdriver.



4. Place the rod on brackets. If draw drapery (traverse rod) is used, adjust cords in the rods according to the manufacturer's instructions which are packaged with the rod when purchased.

Next, insert the drapery pins in the center of each pleat on the heading back. Then, hang drapery pins in the slides on the rod, starting from the center.

Close the drapery to determine if drapery is level. Correct any unevenness by adjusting the pins.

STUDENT SELF-CHECK

Installing Drapery Rods and Hanging Draperies

On a separate sheet of paper write down the numbers of the statements below which are true in relation to installing rods and hanging draperies. Check your answers with those on page 9.

1. As a rule, hardware for installing rods is packaged with the rod.
2. Generally the directions for installing the rods must be purchased separately.
3. It is a good idea to mark holes where screws will be placed with a pencil.
4. If you start the screw holes with a nail, the screws are easily installed.
5. Adjust cords before hanging draperies.
6. Hang draperies on rods, starting at the end.

STUDENT SELF-CHECK

Setting Pleats

On a separate sheet of paper, write down the numbers of the statements below which are true in relation to setting pleats. Check your answers with those on page 9.

1. "Break" (or hand crease) the heading of the drapery across the entire panel.
2. Form folds by finger pressing down each fold.
3. Tie folds loosely with cotton tape.
4. Untie panels after 2-3 days.
5. Open and close draperies to shake out wrinkles.

STUDENT SELF-CHECK

Measuring to Find Correct Rod Length

Answers

A. 20 cm, 8 in.
B. 120 cm, 48 in.

STUDENT SELF-CHECK

Installing Drapery Rods and Hanging Draperies

Answers

1
3
4
5

STUDENT SELF-CHECK

Window Hardware

Answers

1
2
4

STUDENT SELF-CHECK

Setting Pleats

Answers

1
2
3
4
5

OBJECTIVE HHF No. 60 MODULE No. 10

EVALUATOR'S FINAL CHECKLIST

Title: **HANGING DRAPERIES**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student:

	Accomplished	Not Accomplished	Not Applicable
1. Measured properly and determined length of rod.	[ ]	[ ]	[ ]
2. Determined proper fastener for installing rod.	[ ]	[ ]	[ ]
3. Installed brackets evenly.	[ ]	[ ]	[ ]
4. Placed rod on brackets.	[ ]	[ ]	[ ]
5. Adjusted cord in rods.	[ ]	[ ]	[ ]
6. Inserted drapery pins or hooks.	[ ]	[ ]	[ ]
7. Hung drapery onto rod.	[ ]	[ ]	[ ]
8. Drapery closed and opened, hung evenly, and was level across top.	[ ]	[ ]	[ ]

Housing and Home Furnishings

ALTERING DRAPERIES

INTRODUCTION

There are times when the length of draperies must be altered. It may be when moving or when ready-made draperies cannot be found in the exact length needed. In order for the draperies to glide smoothly when opened or closed, they should barely clear the floor. In this module you will learn how to change the length of lined and unlined draperies without leaving outward signs of alteration.

Before you start to work on this module, be sure you have completed Module No. 10, HANGING DRAPERIES.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then, either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given sewing machine, scissors, seam gauge, hand sewing needle, thread, thimble, steam/dry iron, ironing board, pins, and a drapery with desired length stated, alter the length of the drapery.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ALTERING DRAPERIES.

Your instructor will provide you with a sewing machine, scissors, seam gauge, hand sewing needle, thread, thimble, steam/dry iron, ironing board, pins, and a drapery with desired length stated: Alter the length of the drapery.

LEARNING ACTIVITIES

1. STUDY Student Information, ALTERING LENGTH OF DRAPERIES, p. 2,

   (and/or)____________________________.

2. COMPLETE Student Self-Check, DECIDING PROPER ALTERATION, p. 3 .

3. READ Student Information, REHEMMING DRAPERIES, p. 3,

   (and/or)____________________________.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Altering Length of Draperies

The simplest way to make your draperies the correct length may be to change the rod. Sometimes the placement of the rod on or above the window frame can be changed to take care of the problem. Refer to Module No. 10, HANGING DRAPERIES. Then check the space above and below the mounted rod. See if the rod can be raised or lowered in order to make the draperies have the proper length.

Draperies can also be lowered about 5 cm (2 inches) by using a decorative rod which is exposed with draperies hooked to rings beneath the rod. Likewise, they can be raised about 5 cm (2 inches) by changing from a decorative rod to a standard one on which the draperies will extend a little above the rod. If the draperies cannot be altered by these means or if the cost of the rod is too much, then they must be rehemmed.

In any case, the first step is to measure for the exact length needed. Then you can decide the best way to achieve the proper length. The window's features, style of room, and length preferred can help decide the length needed. There are three correct lengths for draperies:

1. to the sill
2. to the lower edge of the apron
3. to the floor

Full-length draperies should never be so long that they crush on the floor. The present trend is to hang draperies so they are 1.27 cm (½ inch) above floor or carpet. This allows for easy movement across floor when draperies are opened or closed.

If draperies are too long, fold the surplus amount upward until the draperies clear the floor. Pin the surplus amount to the drapery. Use a hem gauge to measure the new hemline.

If draperies are too short, remove the stitches from the hem and press the hem flat. Sew a hem facing to the bottom edge of the drapery. Measure the correct amount of hem using a hem gauge.

If the unhemmed draperies are still too short to reach the floor, you may decide to shorten them to either apron or sill length. See figure 1.

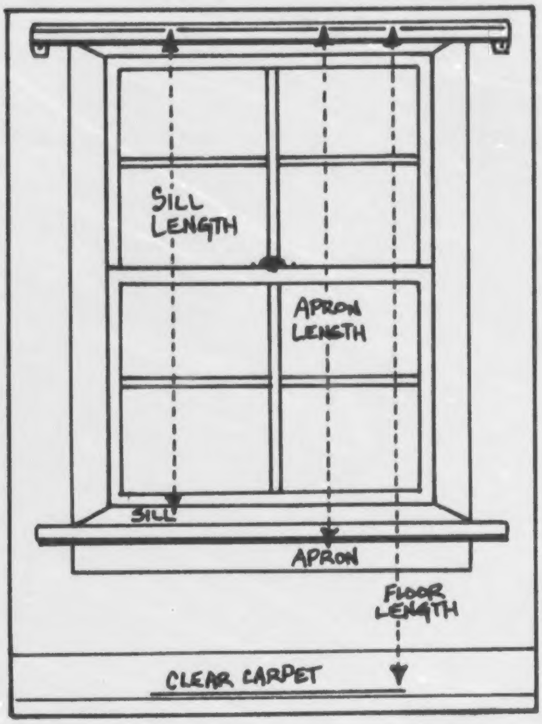


Figure 1

STUDENT SELF-CHECK

Deciding Proper Alteration

After reading Student Information, ALTERING LENGTH OF DRAPERIES, check your knowledge by responding to the following three statements. Do not write on this module. Write your answers on a separate sheet of notebook paper. Check your answers with those on page 5.

1. List the three correct lengths for draperies.
2. List three ways to shorten draperies.
3. List three ways to lengthen draperies.

STUDENT INFORMATION

Rehemming Draperies

When draperies are to be rehemmed, the stitches must be removed from the present hem. Leave one corner intact so you can check to see how to complete the corners. Notice how weights, if any, are attached. Remove weights and save to use as you rehem the draperies. Steam press to remove all traces of the crease of the old hem. Measure with the hem gauge to keep hems even.

In unlined draperies it is a good idea to make a double hem if there is enough length. Double hems may be 7.5, 8.7, or even 10 cm (3, 3½, or 4 inches). This hem is made by turning up the exact amount and folding over again. A single hem can be made by folding down 1.27 cm (½ inch) before turning up the width of the hem. Miter corners by folding under outer edge of the hem at an angle that will meet the edge of the side seam. See Figure 2.

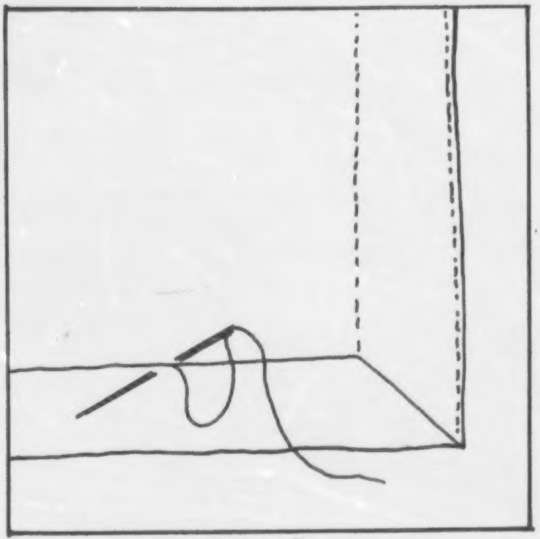


Figure 2

Attach weights, if any, inside fold of hem.

Baste hem and mitered corners in place. Do not press until length has been checked.

Hem draperies by hand using one of the following stitches:

Slip stitch – Bring the needle through the fold of the hem and pick up one thread of the fabric at the same point. Make stitches about 1.27 cm (½ inch) apart and fairly loose. Use this stitch for hems and hand appliqueing.

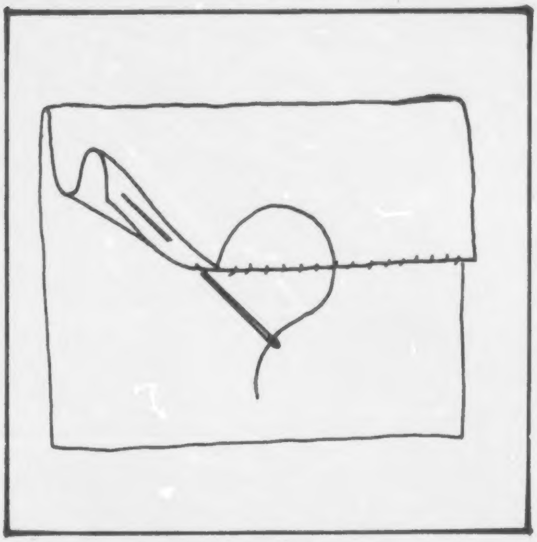


Figure 3

Catch stitch – Use this stitch to finish hems and on areas where the edges need to be held flat. Work from left to right, taking tiny stitches on the hem, and then on the article. Keep your stitches loose and even.

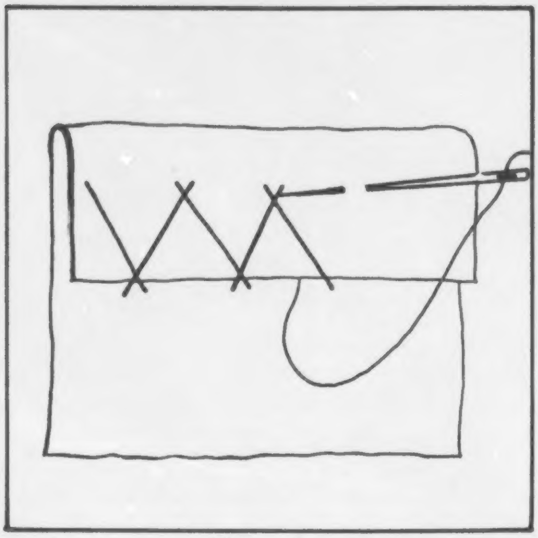


Figure 4

Hemming stitch – Anchor the thread to the underside of the hem edge. First, take a small stitch (one or two threads) in the fabric under the fold of the hem, then bring the needle up through the edge of the hem. Draw up the thread and repeat the operation.

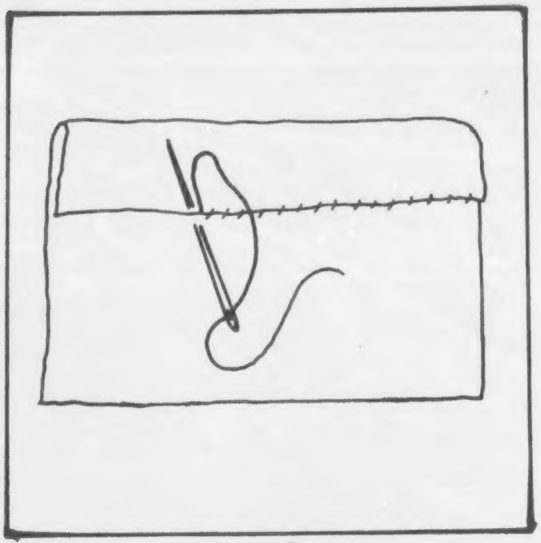


Figure 5

Since draperies are not likely to be altered again, the hem and mitered corners may be pressed neatly.

For lined draperies the stitches must be removed from both the drapery and lining hems. The side seams must be opened to the top of the lining hem. See Figure 6.

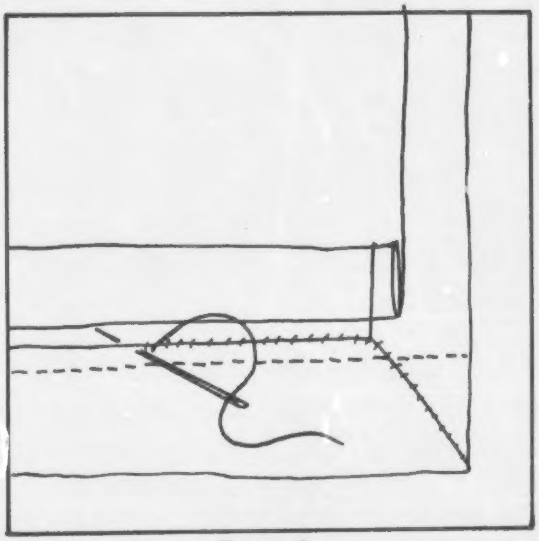


Figure 6

Compare the sides of the draperies. Check the length in the center and at each side. Be sure they are the same. Rehem lined draperies in the same manner as unlined ones. Measure the lining so it will be about 3.8 cm (1½ inches) shorter than the hemmed drapery. Fold up hem 5 cm (2 inches). Measure with hem gauge to keep even, marking line with tailor's chalk. Trim off excess fabric along marked line. Turn under 1.27 cm (½ inch) along bottom of lining. Then turn again forming a 3.8 cm (1½ inch) hem. Pin and slipstitch by hand. Slipstitch the lining hem to seam allowance of the side hems, being careful not to pick up threads of outside fabric. See Figure 7.

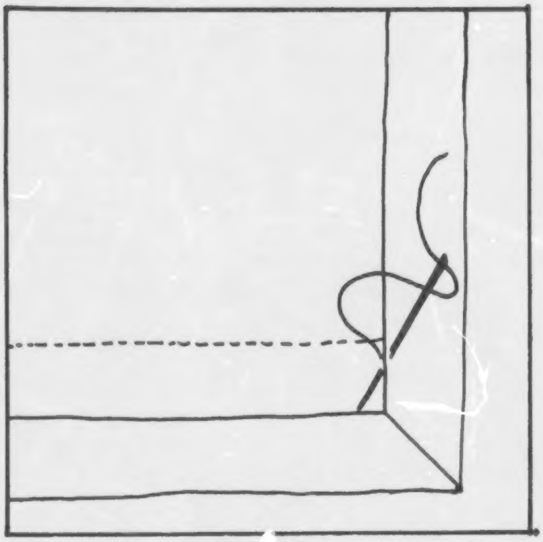


Figure 7

The lining hangs free of the drapery. To hold it in place for even hanging, use French tacks about 30 cm (12 inches) apart. See Figure 8.

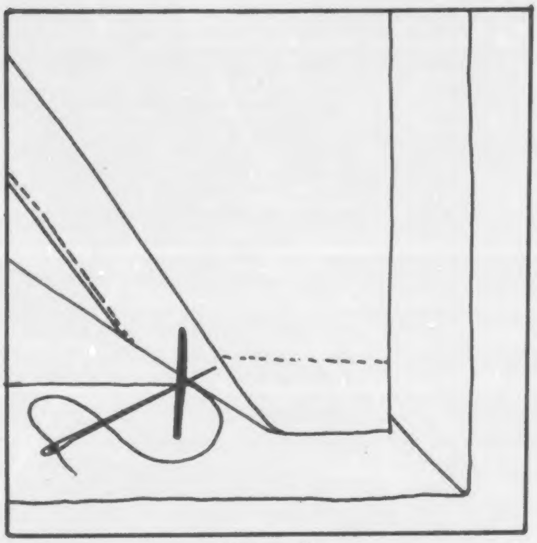


Figure 8

To make a French tack, take a small stitch in the hem of the drapery and then take a small stitch in the hem of the lining. Hold the two fabrics 2.5 cm (1 inch) apart as you work. Take three or four stitches in the same manner and anchor thread with a small stitch. Cover the threads with a blanket stitch.

STUDENT SELF-CHECK

Deciding Proper Alteration

Answers

1. window sill
   bottom of apron
   floor length
2. raise rod
   change decorative rod to standard rod
   rehem drapery
3. lower rod
   change standard rod to a decorative rod
   face hem

OBJECTIVE HHF 1 MODULE No. 11

EVALUATOR'S FINAL CHECKLIST

Title: ALTERING DRAPERIES

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student:

	Accomplished	Not Accomplished	Not Applicable
1. Determined alteration needed.	[ ]	[ ]	[ ]
2. Removed stitches from existing hem in drapery and lining.	[ ]	[ ]	[ ]
3. Steam pressed to remove all signs of crease left by hem.	[ ]	[ ]	[ ]
4. Measured evenly for either a double or single hem in drapery according to length.	[ ]	[ ]	[ ]
5. Trimmed off excess fabric uniformly.	[ ]	[ ]	[ ]
6. Turned up double or single hem in drapery and checked for evenness.	[ ]	[ ]	[ ]
7. Mitered corners of hem and basted in place both hem and corners.	[ ]	[ ]	[ ]
8. Folded a 3.8 cm (1½ inch) hem in drapery lining and basted in place.	[ ]	[ ]	[ ]
9. Hemmed drapery in place without letting stitches or puckers show on the right side.	[ ]	[ ]	[ ]
10. Pressed hem correctly.	[ ]	[ ]	[ ]

Objective HHF 62

Module No. 12

Housing and Home Furnishings

HANGING SHADES

INTRODUCTION

Window and door shades have been used for hundreds of years, but never with as much flair as today. Not only can shades be pretty; they can also be used to conserve energy in both winter and summer. The three basic types of shades are roller shades, Austrian shades, and Roman shades. In this module you will learn how to hang each of these types of shades for proper movement and use.

Before you start to work on this module, be sure you have completed Module No. 9, SELECTING WINDOW TREATMENTS.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Using yardstick, brackets, marker, nails/screws, and hammer, hang shade provided by instructor.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HANGING SHADES.

Your instructor will provide a shade, yardstick, brackets, marker, nails/screws, and hammer, hang the shade.

LEARNING ACTIVITIES

1. STUDY Student Information, SHADES TO HANG, p. 2,

   (and/or)__________________________.

2. COMPLETE Student Self-Check, IDENTIFICATION OF SHADES TO HANG, p. 4,

3. READ Student Information, A GUIDE FOR HANGING ROLLER SHADES, p. 5,

   (and/or)________________________.

4. COMPLETE Student Self-Check, A GUIDE FOR HANGING ROLLER SHADES, p. 6,

5. READ Student Information, A GUIDE FOR HANGING ROMAN AND AUSTRIAN SHADES, p. 6,

   (and/or)________________________.

6. PRACTICE hanging the three types of shades,

   (and/or)________________________.

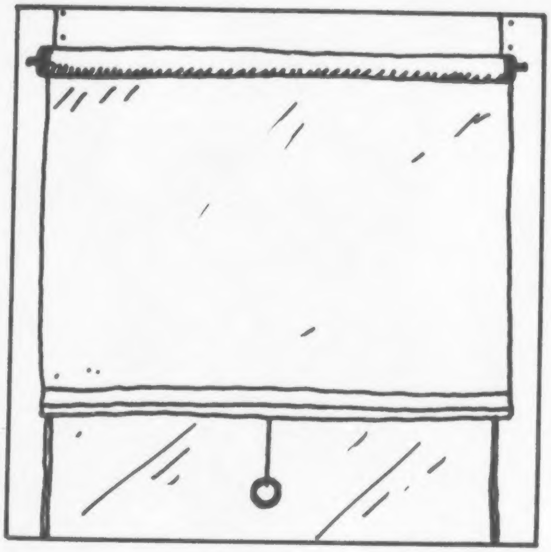
7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

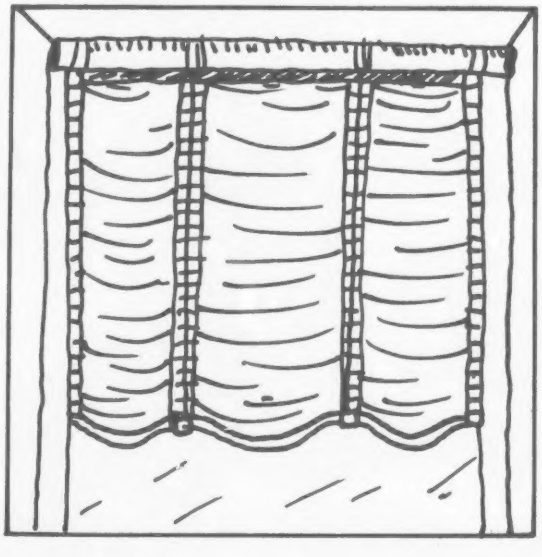
Shades to Hang

In order to perform their functions well, shades must be properly hung. Before hanging shades, you should be familiar with the different types generally available.

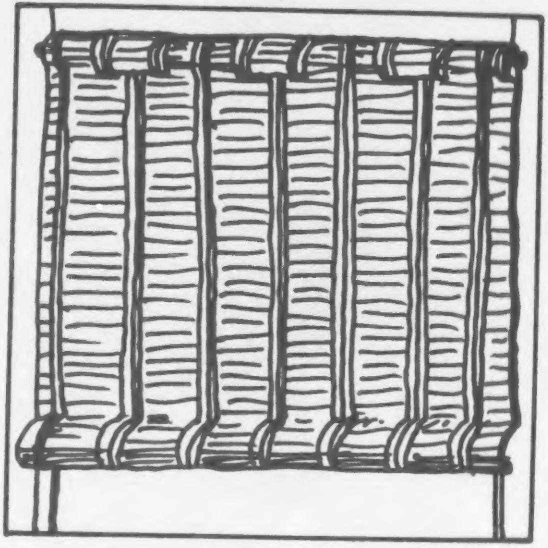
Roller shades are the simplest type. They are made from a strip of fabric that hangs flat when tacked or stapled to a shade roller. The shade roller must be hung between brackets at the top of the window. The roller makes the shade roll up and down with controlled movement. It can be stopped as you wish at any height on the window.



Austrian shades are made from lightweight fabrics. They are shirred by pulling the cords to desired length. They hang in graceful folds giving a scalloped effect. For an inside mount these shades are hung on a tension rod. For an outside mount they are hung on a board attached to the top of the window frame.



Roman shades are made from a heavy fabric. When shades are pulled down to the bottom of the window, the fabric is flat. When drawn up, the fabric forms crosswise pleats. This gives a tailored look. These shades are hung in the same way as the Austrian shade.



Woven wood shades are most often made in the Roman shade style. They are made from thin slats of wood woven together with yarns. A cordlock holds the shade at any length you wish. Instructions for hanging come with each shade.

STUDENT SELF-CHECK

Identification of Shades to Hang

On a separate sheet of paper, number from 1-6. Select from terms (A-C) to match each of the following statements. Place the letter of each term(s) beside its appropriate number. Check your answers with those on page 8.

TERMS

A. Roman shade

B. Austrian shade

C. Roller shade

1. _____ is the simplest type of shade.
2. _____ hangs in graceful scalloped folds.
3. _____ hangs flat with no folds.
4. _____ is a tailored type which hangs in crosswise pleats when drawn up.
5. _____ must be hung between brackets.
6. _____ or _____ may be hung on a tension rod or board mount.

STUDENT INFORMATION

A Guide for Hanging Roller Shades

Brackets are required to hang roller shades. Most often brackets for both inside and outside mounting come with the shade. They can be easily attached to the inside or outside of the window frame. The outside brackets can even be attached to the ceiling. Shades that pull up instead of down are installed to the window sill mainly for oddly shaped windows or for covering skylights. They should be installed by a trained person.

Always stop to consider how the window or door operates and the effect you wish to achieve before you decide how to mount the shade.

Attach brackets to the inside of the frame when you want to show off the frame or combine shade with curtains.

Attach brackets to the outside of the window frame or on the wall to keep light from showing through along edges of shade, treat two narrow windows as one large window, or hide a window frame that does not look very good.

Attach brackets to the ceiling if you want windows to look taller than they really are.

Attach double brackets (to outside of frame) if you want to use a valance.

Once you have figured out how and where you want to hang the shades, the next step is to measure carefully. Mark lightly, but clearly.

Measure width of shade to determine placement of brackets.

For inside mounting measure the exact distance between the points where brackets are to be placed inside the window casement. See figure 1.

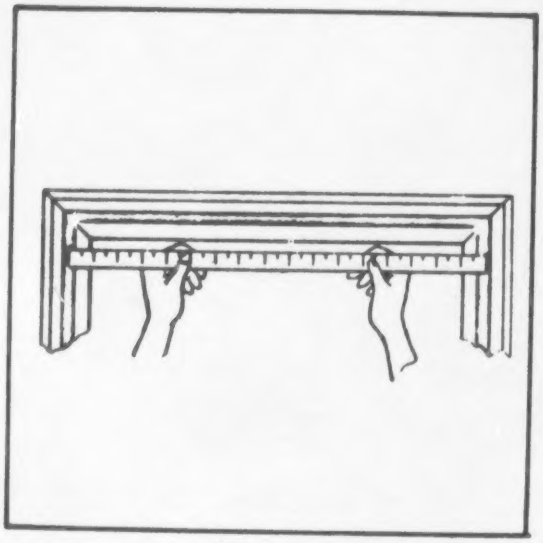


Figure 1

If the shade is too wide for this space it may require outside mounting.

For outside mounting measure between the points where brackets are to be placed on window frame, door frame, or wall. Brackets should be placed to allow 3.75 cm to 5 cm (1½ to 2 inches) overlap on each side of casement. See figure 2.

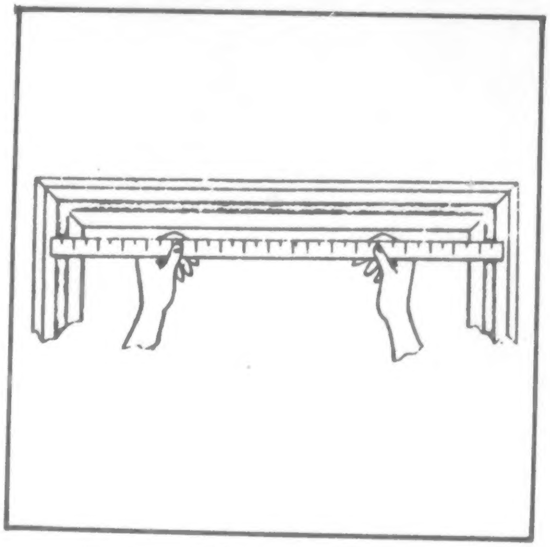


Figure 2

Measure the length from top window frame to the bottom sill. See figure 3. On all roller shades add 30 cm (12 inches). This extra amount is the "safety margin" to permit the shade to be drawn full length without tearing from roller.

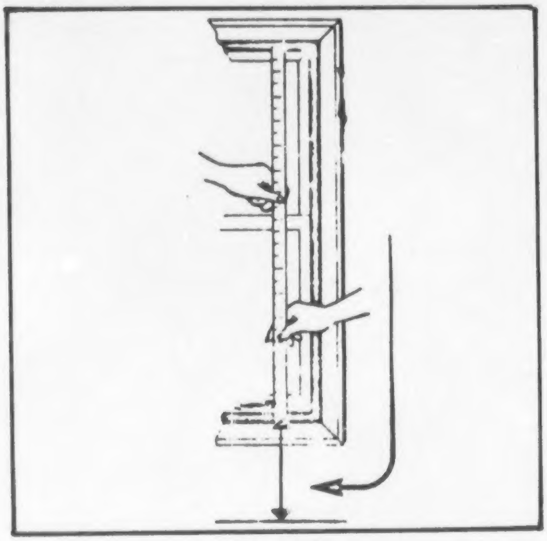


Figure 3

To replace the old shade, measure the old roller from tip to tip, including the little metal pins on each end. See figure 4.

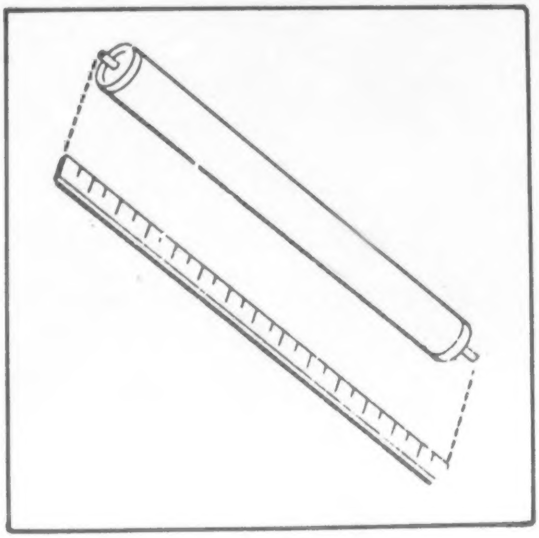


Figure 4

For new shades attach brackets in places marked according to instructions included with shade. Wind spring in roller. Place roller shade in brackets. Raise and lower to make sure it works as it should and is hung exactly straight.

STUDENT SELF-CHECK

A Guide for Hanging Roller Shades

On a separate sheet of paper write down the numbers of the statements below which are true in relation to hanging roller shades. Check your answers with those on page 8.

1. Brackets are not required to hang roller shades.
2. Shades that pull up instead of down are installed on the window sill.
3. Shades attached to the ceiling make the window appear taller.
4. You must measure the length of the shade to determine placement of brackets.
5. Double brackets are required if a valance is used with the shade.

STUDENT INFORMATION

A Guide for Hanging Roman and Austrian Shades

Roman and Austrian shades are hung by the same methods.

For an inside mount, using a spring tension rod, you will need the shade, tension rod, screw eyelets, cord cleat, weighted tassel, and a knife or scissors. The steps for hanging an inside mount shade are as follows.

1. Place a screw eyelet inside the top window frame 2.5 cm (1 inch) from each side. Screw others equally spaced in top of window frame in line with each row of tape on shade. Use as guides to pull cords. See figure 5.

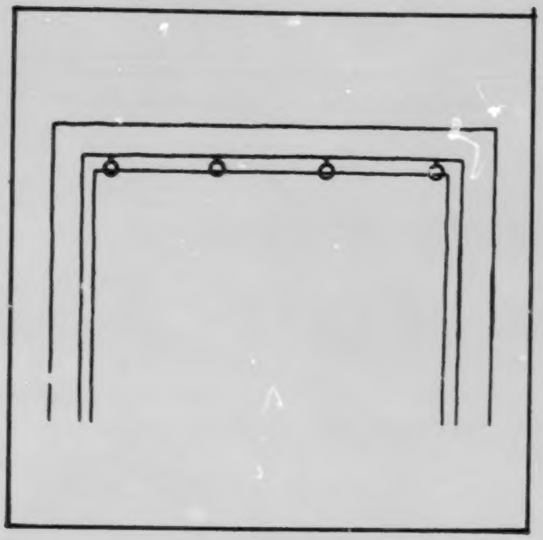


Figure 5

2. Insert tension rod through casing at top of shade. Adjust to proper width.

3. Mount shade in front of screw eyelets against top of window frame.

4. Thread cords from shade through screw eyelets. See figure 6.

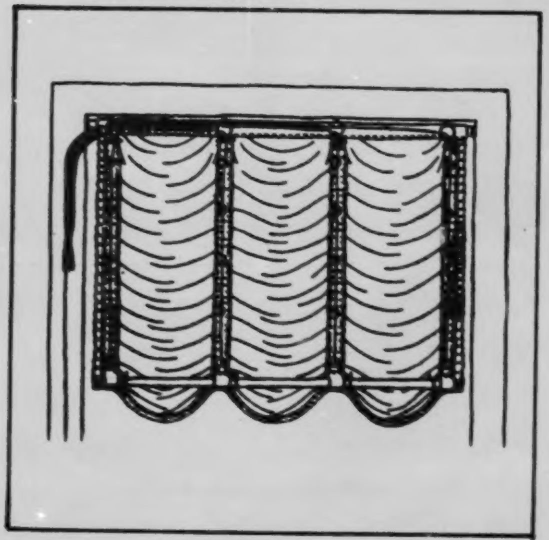


Figure 6

5. Lower shade all the way.

6. Knot all of the cords together just below the last screw eyelet on right side (or left side if you wish). Cords may be braided together and not cut.

7. Cut off all but one of the cords just below the knot. Use long cord to raise and lower shade. Check for even tension. Make any adjustments needed. Put a weighted tassel on the end of the cord to improve the finished appearance of the shade.
8. Mount a small cord cleat on side of window frame if shade does not have a cordlock. The cord would be wrapped around cleat when shade is raised.

For an outside mount, from a board attached to the wall or window facing, you will need a shade, screw eyelets, Velcro or snap tape, glue or stapler, cord cleat, sandpaper, weighted tassel, angle irons, a board 2.5 cm x 3.75 cm (1 inch x 1½ inches), and a knife or scissors. The steps for hanging an outside mount shade are as follows.

1. Cut board same width as finished shade.

2. Sand edges of board until smooth.

3. Staple or glue Velcro or snap tape (male side) to 3.75 cm (1½ inches) edge of board. This now becomes the top.

4. On bottom of board attach screw eyes 2.5 cm (1 inch) from each end of board.

5. Attach other screw eyelets, equally spaced, in line with rows of tape on shade.

6. Install board on window frame with angle brackets as you would a shelf. Place board 2.5 cm (1 inch) below top of window. It can also be used as an inside mount when placed inside top of window frame.

7. Snap top of shade onto board with snap tape or attach with Velcro. See figure 7.

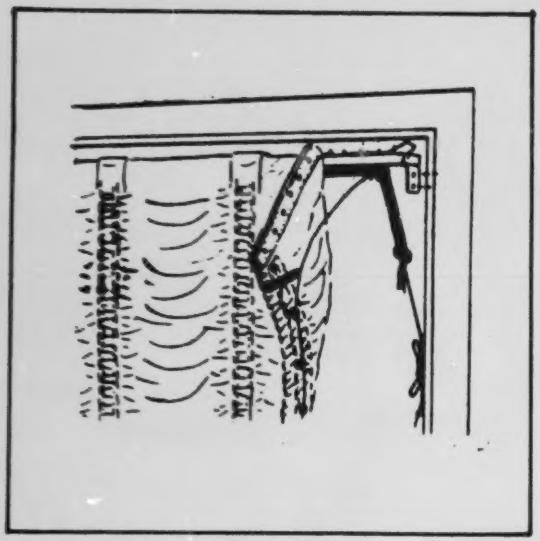


Figure 7

8. Thread cords through screw eyelets on bottom of board the same as when screw eyelets were placed inside top window frame.

Follow steps 5 through 8 given for inside mount using spring tension rod. The shade mounting should be complete.

Outside mount using a flat casement rod can be done by the same method as with the spring tension rod. The screw eyelets will go in the window facing. Brackets will be attached to window frame to hold flat casement rod. See figure 8 for this method.

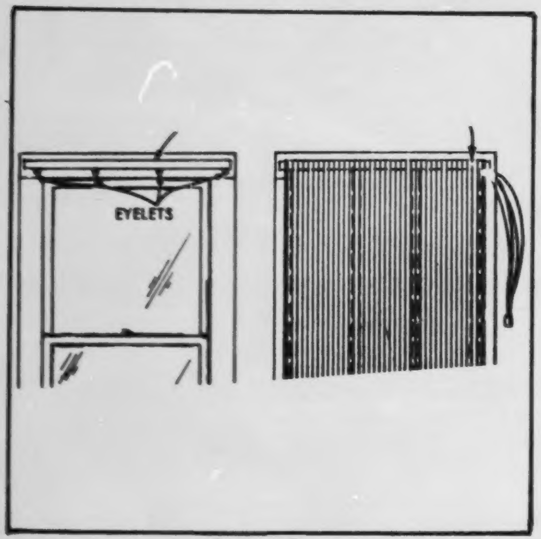


Figure 8

STUDENT SELF-CHECK

Identification of Shades to Hang

Answers

1. C
2. B
3. C
4. A
5. C
6. A,B

STUDENT SELF-CHECK

A Guide for Hanging Roller Shades

Answers

2
3
5

OBJECTIVE HHF 62 **MODULE** No. 12

EVALUATOR'S FINAL CHECKLIST

Title: **HANGING SHADES**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

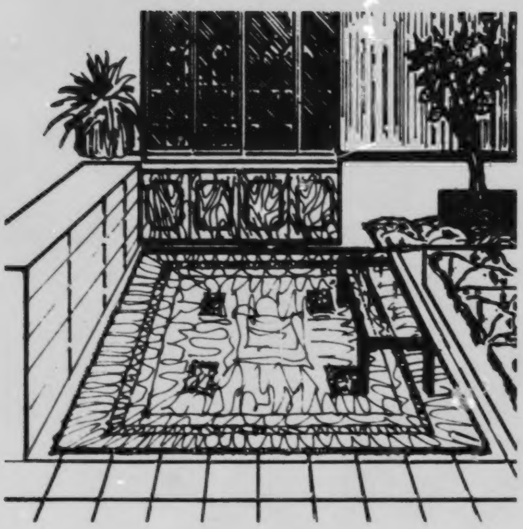
	Accomplished	Not Accomplished	Not Applicable
1. In hanging a roller shade, the student:			
A. Measured width properly for placement of brackets	☐	☐	☐
B. Attached brackets to window or door evenly at the proper place for inside or outside mount	☐	☐	☐
C. Wound spring in shade roller	☐	☐	☐
D. Placed roller securely in brackets	☐	☐	☐
E. Hung the shade to fit securely and roll up and down straight and easily.	☐	☐	☐
2. In hanging Roman or Austrian shade, the student:			
A. Placed screw eyelets proper width from each side and evenly spaced others in window frame at top (or on mounted board) in line with each row of tape on shade	☐	☐	☐
B. Properly mounted shade on tension rod or fastened to board	☐	☐	☐
C. Threaded cords from shade evenly through screw eyelets	☐	☐	☐
D. Lowered shade and tied all cords together in knot at proper place	☐	☐	☐
E. Braided cords or cut off all but one and attached weighted tassel, if available	☐	☐	☐
F. Hung the shade to fit securely and roll up and down straight and easily.			

Objective MFE 40

Module No. 13

Housing and Home Furnishings

SELECTING FLOOR TREATMENTS



INTRODUCTION

Floors, walls and ceilings are important parts of a room. They serve as backgrounds for everything else in the room. A floor is often the first background area to be planned. It is often the most expensive area to treat. Use and beauty determine the choice of floor treatment. In this module you will learn about different types of floor treatments and the factors important to choosing one for use and beauty in your room/home.

Before you start to work on this module, be sure you have completed Module No. 16, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given four or more samples of floor treatments, identify each kind as to type, and make three statements about each one to describe its characteristics, advantages and disadvantages, and use.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING FLOOR TREATMENTS.

Your instructor will provide you with four samples of floor treatments identified by A, B, C, and D. On a separate sheet of paper identify each sample by letter. Write the name of the type of floor treatment and list three characteristics of each.

LEARNING ACTIVITIES

1. STUDY Student Information, TERMS AND DEFINITIONS FOR FLOOR TREATMENTS, p. 2, to better understand certain terms as they are related to floor treatments,

   (and/or)____________________________.

2. COMPLETE Student Self-Check, TERMS AND DEFINITIONS FOR FLOOR TREATMENTS QUIZ, p. 3.

3. READ and study about the four main types of floor treatments to identify each kind, its characteristics, advantages and disadvantages, and the factors to consider for use and beauty, from a reference provided by your instructor,

   (and/or)____________________________.

4. READ Student Information, FLOORS–ENERGY AND CAREERS, p. 3,

   (and/or)____________________________.

5. COMPLETE Student Self-Check, FLOOR TREATMENT QUIZ, p. 4.

6. FIND different examples for each of the four types of floor treatments from magazines. Mount each picture on a separate sheet of notebook paper. Write under each picture the name of the example of floor treatment that each picture illustrates. Write under each labeled picture a statement describing the type of floor treatment.

   (and/or)____________________________.

7. SHOW and discuss in a small or large group the illustrations selected and described in the above activity,

   (and/or)____________________________.

8. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Terms and Definitions for Floor Treatments

1. Finish flooring – The finished wood floor; secured to subflooring.
2. Resilient – Has some give but retains the original shape; ability to bounce back.
3. Nonresilient – Hard surface floor finish.
4. Soft floor coverings – Woven floor coverings as rugs.
5. Durable – Lasting; enduring.
6. Sturdy – Firm; unyielding.
7. Density – Having its parts massed or crowded together; close; compact; deep.
8. Fiber – Thread.
9. Translucent – Admitting passage of light but diffusing it so that objects beyond cannot be clearly seen.
10. Opaque – Not reflecting or giving out light.
11. Textured – The characteristic connection of threads in woven fabrics.
12. Backing – Padding; backing for a rug.
13. Installation – To put (set) in place for use.
14. Tongue and groove – Edges specially cut to interlock.
15. Veneer – Layers glued together to impart stiffness or strength to plywood;

a surface made by a thin sheet of more valuable material to overlay a more inferior one.

16. Style of carpet — Surface texture and pattern.

17. Reputable dealer — Creditable; respectable.

18. Generic name — Biological name of thread.

19. Plywood — Thin sheets (veneers) of wood glued together.

20. Subflooring — Finished hardwood floor is applied over it.

21. Insulation — Treatment to reduce the passage of heat through the walls and roof.

STUDENT SELF-CHECK

Terms and Definitions for Floor Treatments Quiz

On a separate sheet of notebook paper number 1-10. Match the terms given in List A with the definitions given in List B. Write the letter of the definition beside the number of the corresponding term. Check your answers with those found on page 5.

List A: Terms

1. Resilient
2. Durable
3. Soft floor coverings
4. Fiber
5. Textured
6. Nonresilient
7. Density
8. Backing
9. Reputable
10. Veneer

List B: Definitions

A. Hard surface floor finish

B. Thread

C. Thin sheets of wood glued together

D. Characteristic connection of threads in a woven fabric

E. Having its parts massed or crowded together

F. Padding for a rug

G. Creditable, respectable

H. Ability to bounce back

I. Lasting

J. Carpet squares

STUDENT INFORMATION

Floors — Energy and Careers

A rug helps insulate by helping to keep cool or warm air inside a room, and a pad under the rug helps save even more energy. Wall-to-wall carpeting is better insulation than other floor coverings. The carpeting keeps cold air from entering through cracks where the wall and floor join. Usually, the thicker and denser the fabric of the carpet or rug the more energy it saves. The best rug fibers, for insulation, are acrylic and wool, and the least effective fiber is nylon.

The area of home floor treatments offers a variety of jobs. Masons are needed to lay cement, terrazzo, brick and some other floor treatments. The carpenter lays finish wood floors. Carpet layers install wall-to-wall carpeting. Retailers of building materials and home furnishings employ consultants, salespersons, secretaries and stenographers with a background in housing. Interior designers and interior decorators work for individual clients or for firms which sell furnishings and decorating services. The occupational home economics education course in housing and home furnishings services prepares vocational students for employment opportunities in various phases of interior decoration services.

STUDENT SELF-CHECK

Floor Treatments Quiz

On a separate sheet of notebook paper number from 1-15. Write the word which best completes each sentence by the corresponding number. Check your answers with those on page 5.

1. ________ is an example of hardwood flooring.
2. ________ floor coverings are the easiest to keep clean.
3. An example of wood good for outdoor flooring is ________.
4. Some examples of resilient flooring are ________, ________, and ________.
5. ________ is not affected by moisture and is therefore ideal for basement floors.
6. ________ floor requires little or no waxing.
7. ________ is relatively inexpensive and quieter than other resilient flooring.
8. ________ generally used for bathroom floors and walls.
9. Concrete makes a good floor for certain areas but should be given a ________ surface.
10. ________ flooring is composed of fine cement and marble chips.
11. A ________ is a floor covering finished on all four sides.
12. ________ comes by the roll and can be bought in any length.
13. Some of the most important fibers used in carpeting today are ________ and ________.
14. ________ is a long-term purchase, so try to choose a dependable brand and a color and pattern that will not be outdated during its life.
15. Usually the thicker and denser the fabric of a carpet or rug, the more ________ it saves.

No. 13

STUDENT SELF-CHECK

Terms and Definitions for Floor Treatments Quiz

Answers

1. H
2. I
3. J
4. B
5. D
6. A
7. E
8. F
9. G
10. C

STUDENT SELF-CHECK

Floor Treatments Quiz

Answers

1. Oak, maple, birch, beech, mahogany, cherry
2. Resilient (hard)
3. Redwood, cyprus
4. Asphalt tile, vinyl asbestos, linoleum, cork
5. Asphalt tile
6. Vinyl
7. Linoleum
8. Ceramic tile
9. Smooth
10. Terrazzo
11. Rug
12. Carpet
13. Wool, acrylic, rayon
14. Carpeting
15. Energy

OBJECTIVE MFE No. 40 MODULE No. 13

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING FLOOR TREATMENTS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Given four or more samples of floor treatments, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Correctly identified four samples of floor treatments.	☐	☐	☐
2. Wrote three accurate statements about each sample describing its characteristics, use, and advantages and disadvantages.	☐	☐	☐

Objective MFE 39 Module No. 14

Housing and Home Furnishings

SELECTING WALL TREATMENTS

INTRODUCTION

Walls make up the largest surface area of a room and serve both use and beauty purposes. They provide a large part of the background setting for room furnishings and for the people that use them. Walls are not often planned to call attention to themselves, but sometimes they are planned to be a room's most important part. Wall surfaces vary greatly. Some wall surfaces must have decoration added, but others do not need added treatment. In this module you will learn about four different types of wall treatments and the factors important to choosing one for use and beauty in your room/home.

Before you start to work on this module, be sure you have completed Module No. 15, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given four or more samples of wall treatments, identify each type, and make two statements about each one to describe its characteristics (advantages and disadvantages) and use.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING WALL TREATMENTS.

Your instructor will provide you with four or more samples of wall treatments identified by capital letters A, B, C, and so on. On a separate sheet of paper identify each sample by letter and by each letter write the name of the type of wall treatment shown and give two statements about each wall treatment. Describe its characteristics (advantages and disadvantages) and use.

LEARNING ACTIVITIES

1. STUDY Student Information, TERMS AND DEFINITIONS FOR WALL TREATMENTS, p. 2, to better understand certain terms as they relate to wall treatments.

   (and/or)___________________________.

2. COMPLETE Student Self-Check, TERMS AND DEFINITIONS FOR WALL TREATMENTS, p. 3.

3. READ about types, use, advantages and disadvantages of paint for walls in a reference provided by your instructor,

   (and/or)___________________________.

4. COMPLETE Student Self-Check, TYPES OF WALL PAINT, p. 3.

5. READ about advantages and disadvantages of finishes other than paint that may be applied to wood surfaces from a reference provided by your instructor,

   (and/or)___________________________.

6. COMPLETE Student Self-Check, FINISHES ON WOOD SURFACES, p. 4.

7. READ about advantages and disadvantages of wallpaper, fabric, and sheathings as finishes in a reference provided by your instructor,

   (and/or)___________________________.

8. COMPLETE Student Self-Check, WALL FINISHES, p. 4.

9. STUDY Student Information, ENERGY TIPS AND RELATED CAREERS, p. 4, to learn ways to save energy and helpful facts related to careers. NOTE the paragraphs on the use of "non-walls" and ceilings.

10. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Terms and Definitions for Wall Treatments

1. Characteristic — Quality; trait; feature or property of.
2. Factors — Any part or trait that affects a result.
3. Career — Job or work a person does for a livelihood.
4. Insulation — Treatment to reduce the passage of heat through the floor, walls, or ceiling.
5. Tapestries — Heavy, woven fabrics (textiles) used as wall hangings.
6. Interior designer — A person who selects and arranges the furnishings that turn a room (space) into a useful, attractive, living area.
7. Acoustical — design which helps absorb sound and therefore reduces noise level in the room.
8. Gloss — Sheen; brightness.
9. Semi-gloss — Less sheen.
10. Flat paint — No gloss.
11. Embossed — Raises certain sections of the wallpaper from the background.
12. Flexible — Movable; limber; not rigid.

13. Veneer — Layers glued together.
14. Latex paint — Water-based paint.
15. Sheathing — Covering walls with paneling.
16. Washable wallpaper — May be washed but not scrubbed.
17. Scrubbable wallpaper — More resistant to rubbing than washable wallpaper.
18. Pretrimmed wallpaper — Selvage edge has been trimmed.
19. Selvage — Finished edge that will not ravel.
20. Semitrimmed — Trimmed from one edge only.

STUDENT SELF-CHECK

Terms and Definitions for Wall Treatments

On a separate sheet of paper number 1-10. Match the terms with the definitions. Write the letter of the definition beside the number of the corresponding term. Check your answers with those on page 5.

TERMS:

1. Factor
2. Semi-gloss
3. Sheathing
4. Insulation
5. Tapestries
6. Gloss
7. Flexible
8. Veneer
9. Embossed
10. Acoustical

DEFINITIONS

A. Treatment to reduce passage of heat through walls

B. Sheen, brightness

C. Heavy, woven wall hangings

D. Any trait that affects a result

E. Movable

F. Less sheen

G. Covering walls with paneling

H. Reduces noise level

I. Layers glued together

J. Certain section of a design raised from the background

K. Feature or property of

STUDENT SELF-CHECK

Types of Wall Paint

On a separate sheet of paper write down the number of the statements below which are true in relation to wall paint. Check your answers with those on page 5.

1. The cost of painting depends only on the type and quality of paint purchased.
2. Most paint is either oil-based, latex, or acrylic.
3. Oil-based paints tend to be less expensive.
4. If you are a neat and careful worker you can save money by doing your own painting.
5. Latex and acrylic paints are easier to apply since they are less likely to show brush marks.

6. The surface you are planning to paint does not affect the kind of paint you buy.
7. Painted walls are very popular wall treatments.

STUDENT SELF-CHECK

Finishes for Wood Surfaces

On a separate sheet of paper, number from 1-4. Match the definitions with the correct terms. Write the letter of the term beside the number of the corresponding definition. Check your answers with those on page 5.

DEFINITIONS

1. Used in areas that need washing often
2. Used as an undercoat
3. Used to bring out pattern of wood
4. Usually sprayed on

TERMS

A. Enamel
B. Lacquer
C. Linseed oil
D. Shellac

STUDENT SELF-CHECK

Wall Finishes

On a separate sheet of paper, number from 1-6. Complete the statements below by selecting the correct terms from the list of terms. Write the letter of the term beside the number of the corresponding statement. Check your answers with those on page 5.

1. Wallpaper with a ________ surface can be scrubbed clean.
2. ________ wallpaper does not have a smooth surface.
3. A ________ looks like a realistic painting painted on wallpaper.
4. ________ wallpaper is helpful if you plan to hang it yourself.
5. Plywood panels can be used to ________ walls.
6. ________ can be pasted or stapled directly on walls for an interesting effect.

TERMS

A. sheath
B. vinyl
C. embossed
D. mural
E. prepasted
F. fabric

STUDENT INFORMATION

Energy Tips and Related Careers

Wall treatments give protection from the outdoors as well as hide insulation. At the same time, wall treatments can give added insulation. Vinyl wallpaper is useful for insulating cold walls and for blocking drafts. Extra insulation is a benefit when covering a wall with paneling. Other wall coverings that may serve as insulation are tapestries, carpet used on the wall, Oriental screen panels, and large pictures.

Many job opportunities are provided in the area of wall treatments; some are masons, carpenters, painters, plasterers, and sheet rock finishers. Sales clerks, stenographers, consultants and others are used by dealers of building supplies. Also, interior designers and interior decorators serve individual clients or work for firms that sell wall treatment materials and decorating services.

Ceilings along with floors and walls are a part of the background areas of a room. Ceiling treatments are usually not as dramatic as floors and walls. However, they affect the background impression of a room and their treatment should be given careful thought. Plaster, acoustical plaster, and acoustical tile are the three most common materials used for ceilings. It is popular to paint ceilings white or a very light value of the wall color. Ceilings can be covered with paneling or wallpaper. The ceiling can be unobstrusive (of almost no importance) or it can be dramatic (striking) and liven up a room.

Today the unexpected or unusual in decorating is used often. Curtains, strings of beads, or other non-[illegible] materials are in common use to divide space in the home and are called "non-walls."

STUDENT SELF-CHECK

Terms and Definitions for Wall Treatments

Answers

1. D
2. F
3. G
4. A
5. C
6. B
7. E
8. I
9. J
10. H

STUDENT SELF-CHECK

Types of Wall Paint

Answers

2
4
5
7

STUDENT SELF-CHECK

Wall Finishes

Answers

1. B
2. C
3. D
4. E
5. A
6. F

STUDENT SELF-CHECK

Finishes for Wood Surfaces

Answers

1. A
2. D
3. C
4. B

OBJECTIVE MFE 39 MODULE No. 14

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING WALL TREATMENTS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student with 100% accuracy:

	Accomplished	Not Accomplished	Not Applicable
1. Identified four samples of wall treatments.	☐	☐	☐
2. Wrote two statements about each sample of wall treatment describing its characteristics (advantages and disadvantages) and use.	☐	☐	☐

Objective HHF No. 34

Module No. 15

Housing and Home Furnishings

PAINTING A WALL

INTRODUCTION

Walls are the largest surface areas of a room. Wall treatments vary. However, paint is often used to decorate wall space because it is inexpensive and practical. There is a wide variety of paints to select from. For example, paints can be enamel (glossy), semi-gloss, or flat (no gloss). Painting walls requires a great deal of preparation. In this module you will learn how to paint a wall using the appropriate materials and methods.

In order to complete this module you will need a wall area, floor cover, primer, paint, paint thinner, paint brush and/or roller, broom, cloths, screwdrivers, scraper, and sandpaper.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a wall area, floor cover, primer, paint, paint thinner, paint brush and/or roller, broom, cloths, screwdrivers, scraper, and sandpaper, paint a wall.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PAINTING A WALL.

Your instructor will arrange an actual or simulated situation in which you will paint a wall area.

LEARNING ACTIVITIES

1. READ about preparing a wall surface for painting, selecting paint, mixing and applying paint, and storing and cleaning paint in a reference provided by your instructor,

   (and/or) ______________________.

2. COMPLETE Student Self-Check, PAINTING TERMINOLOGY, p. 2 .

3. OBSERVE the preparation, methods, and materials of painting used by two persons in your neighborhood. Use Student Information, PAINTER'S CHECKLIST, on page 3 .

   (and/or) ______________________.

4. COMPLETE Student Self-Check, PAINTING TECHNIQUES, p. 3 .

5. PRACTICE painting a wall area,

   (and/or) ______________________.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Painting Terminology

On a separate sheet of paper number 1-9. Match the definitions in Column B with the terms in Column A. Place the letter of the definition beside the appropriate number. Check your answers with those on page 5.

COLUMN A

1. Alkyd
2. Latex
3. Enamel
4. Semi-gloss
5. Flat
6. Calcimine
7. Oil-base paint
8. Nap
9. Flagged

COLUMN B

A. No shine finish

B. Pile length of a roller

C. Shiny finish

D. Tiny split ends

E. Unpopular, strong smelling paint

F. Dull shine finish

G. Synthetic resin used for chalking surfaces

H. Water-base paint

I. A white or tinted liquid used as a wash for walls/ceilings

STUDENT INFORMATION

Painter's Checklist

Observe and interview two painters to determine what types of preparation, materials, and methods they use when painting. Using the chart below as a guide, prepare a form to record responses. Let No. 1 represent the first painter and No. 2 the second. Place a (✓) in the column indicating their responses to each question.

After the interview, compare the two painters and their work. Include the following points:

1. The good qualities of each painter.
2. A suggestion for improving the techniques of each painter.
3. A statement which identifies the painter you would select to paint for you. Give the reasons for your choice.

PREPARATION	YES		NO	
No.	1	2	1	2
1. Moved furniture				
2. Covered furniture				
3. Cleaned wall surfaces				
4. Repaired wall surfaces				
5. Removed switches, outlets, rods, etc.				
6. Primed wall				
7. Scraped wall				
8. Sanded wall				
MATERIALS				
1. Brush				
2. Roller and pan				
3. Paint thinner				
4. Broom				
5. Scraper				
6. Screwdrivers				
7. Sandpaper				
8. Cloths				
9. Ladder				

METHODS	YES		NO	
No.	1	2	1	2
1. Selected color				
2. Collected all necessary tools				
3. Mixed paint				
4. Thinned paint				
5. Brushed/rolled paint				
6. Painted in sequence (ceilings, walls, woodwork, trim, windows, etc.)				
7. Selected appropriate paint for job (latex, alkyd, oil, calcimine)				
8. Cleaned area				
9. Replaced furniture, hardware, outlets, etc.				

STUDENT SELF-CHECK

Painting Techniques

On a separate sheet of paper number 1-10. Select the best response to the following statements. Check your answers with those on page 5.

1. In order to avoid splattering with a brush roller

   A. Roll the paint quickly
   B. Stop the roller before lifting it from the wall
   C. Use a heavy pressure while rolling
   D. Spin the roller at the end of each stroke

2. When applying paint with a brush

   A. Use 6-10 strokes
   B. Use uniform strokes
   C. Use same-direction strokes
   D. Use short strokes

3. To avoid lap marks while painting a wall

   A. Spread the paint in even, back-and-forth motions
   B. Paint with a "dry" brush
   C. Work into the wet edge of the previous section
   D. Paint in a horizontal direction

4. When selecting a color, choose a paint that

   A. Is slightly lighter than the color you want
   B. Is slightly darker than the color you want
   C. The dealer suggests
   D. You have seen advertised

5. When selecting a paint brush, choose a brush that

   A. Has a few short bristles
   B. Feels unbalanced and stiff
   C. Contains tiny, split ends
   D. Fans out widely

6. When selecting a roller, choose

   A. A mohair roller for interior flat paint
   B. A lamb's wool for enamel paint
   C. A short nap for a rough surface
   D. A carpet cover for a smooth texture

7. Use a hook type scraper to

   A. Remove paint from window panes
   B. Apply and smooth putty
   C. Scrape down rough surfaces
   D. Avoid using sandpaper

8. Latex paint refers to

   A. Rubber-base paint
   B. Slow-drying paint
   C. Alkyd paint
   D. Water-base paint

9. The first step in cleaning a brush used in oil-base paint is to

   A. Stand the brush in a container of solvent
   B. Wash the brush in warm water
   C. Tap excess paint from the brush
   D. Spin the brush handle inside a large container

10. Alkyd flat paint is ideal for

   A. Metal surfaces
   B. Unprimed masonry surfaces
   C. Damp surfaces
   D. Chalking surfaces

STUDENT SELF-CHECK

Painting Terminology

Answers

1. G
2. H
3. C
4. F
5. A
6. I
7. E
8. B
9. D

STUDENT SELF-CHECK

Painting Techniques

Answers

1. B
2. D
3. C
4. A
5. C
6. A
7. C
8. D
9. C
10. D

OBJECTIVE HHF No. 34 **MODULE** No. 15

EVALUATOR'S FINAL CHECKLIST

Title: **Painting a Wall**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

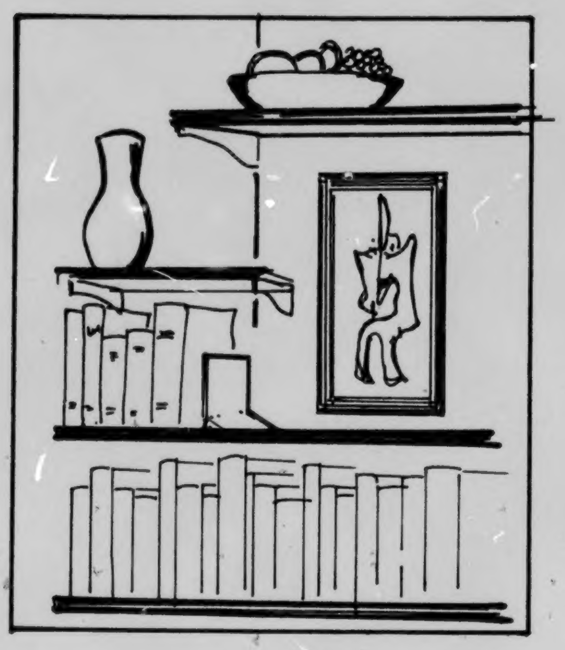
	Accomplished	Not Accomplished	Not Applicable
1. When preparing to paint a wall, the student:			
A. Moved furniture	☐	☐	☐
B. Covered floor and/or furniture	☐	☐	☐
C. Cleaned wall	☐	☐	☐
D. Repaired wall	☐	☐	☐
E. Removed switches, outlets, rods, etc.	☐	☐	☐
F. Primed wall	☐	☐	☐
G. Scraped wall	☐	☐	☐
H. Sanded wall	☐	☐	☐
2. When painting the wall, the student:			
A. Collected necessary tools	☐	☐	☐
B. Selected appropriate paint and equipment	☐	☐	☐
C. Mixed and thinned paint	☐	☐	☐
D. Brushed and/or rolled paint	☐	☐	☐
E. Checked for streaks, bubbles, and runs	☐	☐	☐
F. Cleaned area	☐	☐	☐
G. Replaced furniture	☐	☐	☐

Objective MFE 39

Module No. 16

Housing and Home Furnishings

RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN



INTRODUCTION

A knowledge of the elements and principles of design will enable you to plan attractive and useful interiors. This information is basic to activities involved in planning and carrying out a room decor. Selecting furniture and fabrics, and choosing floor and wall treatments require an understanding and appreciation of the contribution these factors make to the creation of beautiful and unusual interiors. In this module, you will become familiar with the elements and principles of design and have opportunities to apply your knowledge in decorating a room.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

A. Given three or more pictures illustrating the elements of line, texture, and form, identify and describe the design element illustrated in each picture.

B. Provided a color-plan sheet for a room, swatches of drapery and upholstery materials, paint chips, carpet and wood finish samples, glue, and scissors, plan a color scheme for a room. The plan must show one color used more than others, the correct use of an accent color, and be an example of one of the standard color schemes based on the color wheel, e.g., monochromatic, complementary, analogous, triadic, or neutral.

C. Given five or more pictures illustrating the principles of proportion, balance, emphasis, rhythm, and harmony, identify and describe the principle illustrated in each picture.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN.

A. Your instructor will provide you with three or more pictures identified by capital letters as A, B, C, and so on. One or more of the pictures will illustrate the elements of line, texture, and form. On a separate sheet of paper, identify each picture by letter, name the element illustrated, and describe it with 100% accuracy.

B. Your instructor will provide you with a color-plan sheet for a room, swatches of drapery and upholstery materials, paint chips, carpet and wood finish samples, glue, and scissors for planning a color scheme for a room. The plan must show one color used more than the others, the correct use of an accent color, and be an example of one of the standard color schemes based on the color wheel, e.g., monochromatic, complementary, analogous, triadic, or neutral.

C. Your instructor will provide you with five or more pictures, identified by capital letters A, B, C, and so on. One or more of the pictures will illustrate the principles of balance, proportion, rhythm, emphasis, and harmony. On a separate sheet of paper identify each picture by letter, and by each letter write the principle shown and a statement describing it with 100% accuracy.

LEARNING ACTIVITIES

Section A

1. STUDY Student Information, GLOSSARY FOR ELEMENTS AND PRINCIPLES OF DESIGN, p. 4 , to better understand certain terms as they are related to interior design,

   (and/or)____________________ .

2. COMPLETE Student Self-Check, TERMS AND DEFINITIONS FOR ELEMENTS AND PRINCIPLES OF DESIGN, p. 4 .

3. READ and STUDY about line, texture, and form (shape) as elements of design in the home to identify each and find guidelines for use in your room and/or your home in a reference provided by your instructor,

   (and/or)____________________ .

4. COMPLETE Student Self-Check, LINE, TEXTURE, AND FORM, p. 5 .

5. COLLECT one example of line, texture, and form from magazines. MOUNT each on a separate sheet of paper. WRITE under each picture the name of the design element shown in that picture. Under the name, COMMENT in a short paragraph about the effect the element creates and/or the feeling it suggests to the observer,

   (and/or)____________________ .

6. SHOW and DISCUSS your selection in a small or large group of students. When finished, return materials and equipment to assigned storage place and clean up your work area,

   (and/or)____________________ .

Section B

7. READ and STUDY about color as an element of design in the home to find basic facts about its use in your room and/or home in a reference provided by your instructor.

   (and/or)____________________ .

8. COMPLETE Student Self-Check, COLOR AS AN ELEMENT OF DESIGN, p. 6 .

9. READ and STUDY about color schemes to identify and plan them for use in your room and/or home in a reference provided by your instructor. ALSO READ Student Information, COLOR – ENERGY, CAREERS, AND SHIBUI,

   (and/or)____________________ .

10. COMPLETE Student Self-Check, COLOR SCHEMES IN THE HOME, p. 7 .

11. SELECT color samples provided by your instructor for accessories, draperies, upholstery, wood, ceiling, walls, and floor. MAKE UP A COLOR SCHEME using a color-plan sheet and your selection of samples. IDENTIFY on a separate sheet of paper the name of the color scheme you have planned. WRITE a paragraph explaining the reasons why it is a pleasing, comfortable color scheme for a room. When finished, RETURN materials and equipment to assigned storage place and clean your work area.

    (and/or)____________________ .

12. SHOW and DISCUSS your color plan in a small or large group of students,

    (and/or)____________________ .

Section C

13. READ and STUDY about the principles of proportion, balance, rhythm, emphasis, and harmony in the home in a reference provided by your instructor.

    (and/or)____________________ .

14. COMPLETE Student Self-Check, DESIGN PRINCIPLES, p. 8.

15. COLLECT pictures from magazines that illustrate balance, proportion, rhythm, emphasis, and harmony. MOUNT each on a separate sheet of paper. WRITE under each picture the name of the principle of design that it represents. COMMENT about each example telling why it is a good example of that principle. When finished, RETURN materials and equipment used to assigned storage place and clean your work area.

    (and/or)____________________ .

16. SHOW and DISCUSS your selection of pictures in a small or large group,

    (and/or)____________________ .

17. ARRANGE with your instructor to complete this module by going through the Check-Out Activity.

STUDENT INFORMATION

Glossary for Elements and Principles of Design

1. Design – Arrangement of things (elements) that make up a work of art.
2. Elements – Things that are arranged as color, line, form, and texture.
3. Principles – Guidelines of how to use, as to arrange elements of design.
4. Identity – To establish the identity of; to cause to become identical.
5. Illustrated – To make clear; show as an example of.
6. Describe – Tell about in words; explain.
7. Mount – To put or place upon something.
8. Effect – Impression (idea) created.
9. Feeling – Atmosphere created.
10. Reflect – To give back an image or likeness.
11. Absorb – To take in as heat or light.
12. Energy – Force as heat or light.
13. Interior designer – A person who selects and arranges the furnishings that turn a room (space) into a useful, attractive living area.
14. Interior – Inside a room.
15. License – Liberty to practice.
16. Career – Job; work a person does to earn a livelihood.
17. Shibui – Japanese idea of beauty and good taste.
18. Good taste – Able to see and use beauty.
19. Function – Purpose for which a thing is fitted, used or exists.
20. Contrast – Oppose.

STUDENT SELF-CHECK

Terms and Definitions for Elements and Principles of Design

On a separate sheet of paper number 1-10. Match the terms given in List A with the definitions given in List B. Write the letter of the definition beside the number of the matching term. Check your answers with those on page 10 .

LIST A: TERMS

1. Effect
2. Function
3. Career
4. Elements
5. Feeling
6. Design
7. Reflect
8. Interior designer
9. Shibui
10. Principles
11. Good taste
12. Energy

LIST B: DEFINITIONS

A. Arrangement of things that make up a work of art.

B. Atmosphere created.

C. Things that are arranged as color, line, form, and texture.

D. Job; work a person does.

E. Purpose for which a thing is fitted, used, or exists.

F. Impression created.

G. Force as heat or light.

H. Able to see and use beauty.

I. Japanese idea of beauty.

J. Gives back an image.

K. Selects and arranges furnishings.

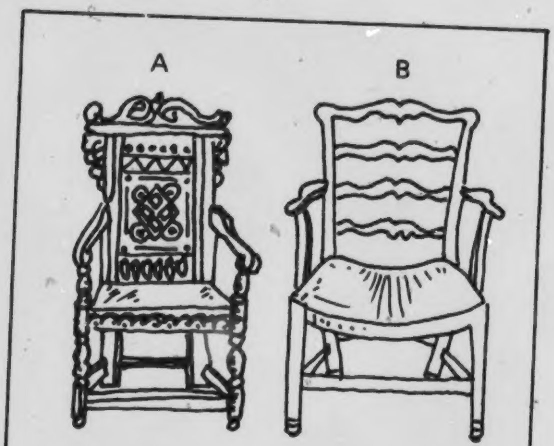
L. Guidelines of how to use elements of design.

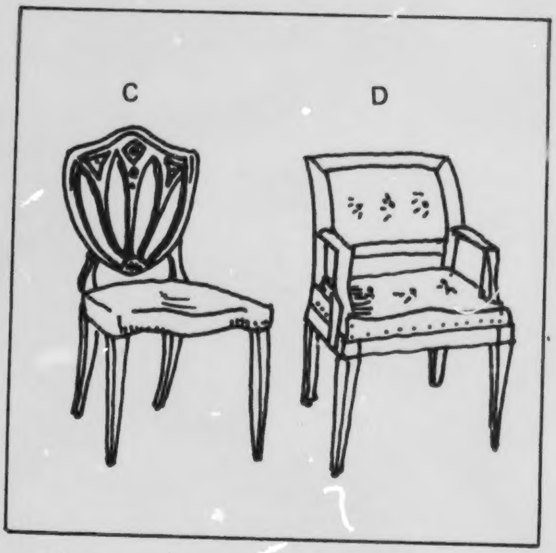
STUDENT SELF-CHECK

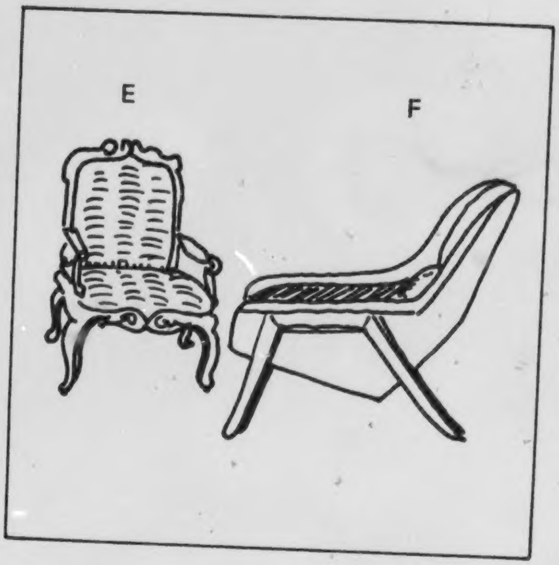
Line, Texture, and Form

On a separate sheet of paper number 1-8. Write the letter of the correct answer by each number. Check your answers with those on page 10.

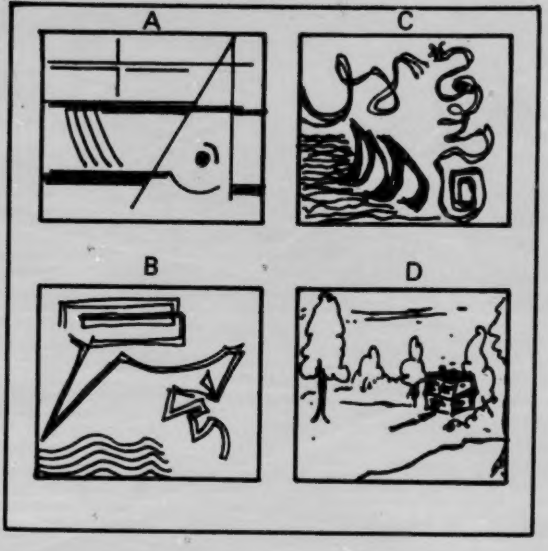
CHAIRS







1. Is chair B or C more masculine?
2. Which chair would do the most to make a room atmosphere more informal?
3. Which chair is most masculine?
4. Which chair is the most feminine?

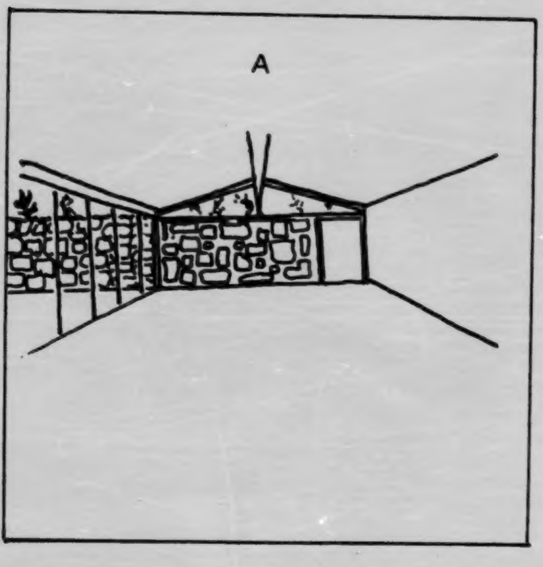


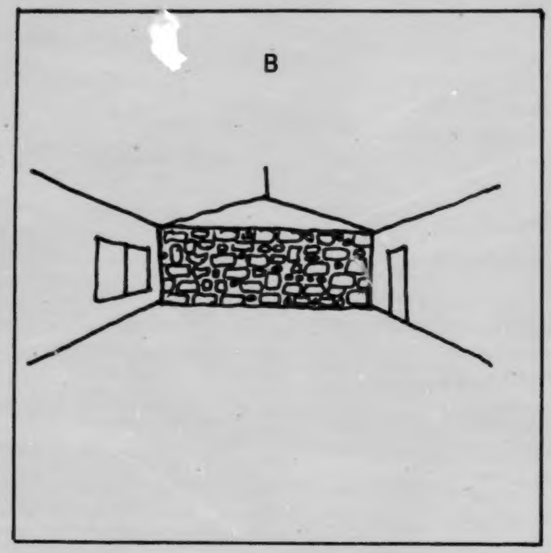
PAINTINGS

5. Which painting would be most harmonious with the chair E?

6. Which painting could be said to be most active and dynamic?

ROOMS





7. Which room appears larger?

STUDENT SELF-CHECK

Color as an Element of Design

On a separate sheet of paper write down the number of the statements below which are true in relation to color. Check your answers with those on page 10.

1. Color is the last thing others notice about your home.
2. Light colors reflect and dark colors absorb heat.
3. The color blue can make you feel active.
4. Furniture covered in bright red or yellow tends to appear larger than it is.
5. Intensity refers to the brightness or dullness of a color.
6. Green is the coolest color.
7. The elements of design are color, line, form and texture.

8. The hue of a color refers to its name such as red or red-orange.

9. Tints are colors mixed with black.

10. Secondary colors are made by mixing two primary colors.

11. The three basic colors are called harmony colors.

12. Green is a primary color.

STUDENT INFORMATION

Color — Energy, Careers, and Shibui

Color can sometimes help the work of the energy source. Color affects the amount of heat that is reflected or absorbed from the sun. White or light colors reflect heat and dark colors, especially black, absorb heat. The choice of colors go a long way toward making the best use of light. Paint manufacturers have prepared charts rating the reflective quality of their paints. Interior designers may use pinks, red and oranges to warm a room that always feels cold, such as one with northern exposure. Greens and blues give a cooling feeling and are useful in rooms with poor air circulation or in rooms near heat sources.

An interior designer works with color. A license is required after training in college. Some necessary courses include art history, mechanical drawing, color, home furnishings, and business subjects. You can get some helpful practice in this area of work by arranging sets for school plays or working part-time in a furniture showroom.

Shibui, (she/bew/e), according to the Japanese, is the combining of good taste and beauty. It is simple. It is not complicated. Shibui is not shiny or new looking, nor correct or proper in taste. However, it must be interesting. Shibui is not a popular formula as a certain standard color scheme. If it were, it could not be interesting. Shibui is quiet and calm, but always interesting. The Japanese look to nature for color schemes. Pattern and texture are everywhere. Nature never makes a mistake--colorwise. Color schemes using shibui have large areas of dull finish with only a touch of shine or glitter like a dewdrop on a rose petal. Large areas of color will be in dull earthy tones with only a small splash of bright color.

STUDENT SELF-CHECK

Color Schemes in the Home

On a separate sheet of paper number 1-5. Select the correct answer, and write the matching letter on the line by the number. Check your answers with those on page 10 .

1. The color harmony that is based on a single hue is called:

   A. double complementary
   B. analogous
   C. monochromatic
   D. triad

2. Combinations of three to five colors near each other on the color wheel are called:

   A. monochromatic
   B. analogous
   C. complementary
   D. neutral

3. A neutral color scheme is based on large areas of colors as:

   A. blue, green, and pale yellow
   B. red, beige, and blue
   C. white, black, beige, or gray
   D. orange, purple, and green

4. Complementary color schemes make use of colors that are:

   A. tints and values of one color
   B. next to each other on the color wheel
   C. directly opposite of each other on the color wheel
   D. shades of four colors

5. A triadic color scheme is:

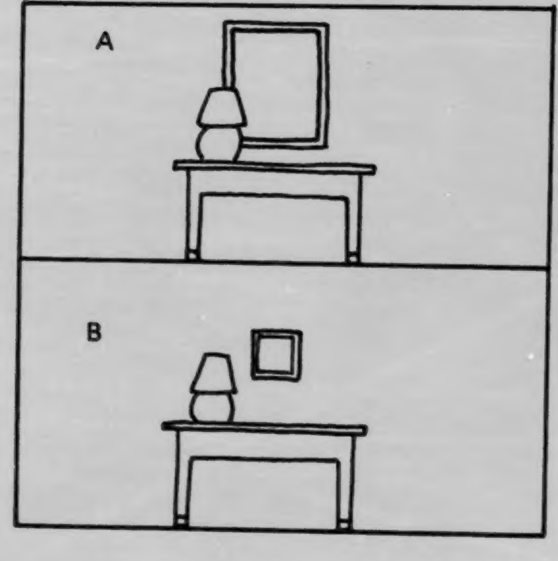
   A. the use of three values of one color
   B. red, white, and blue used in equal amounts
   C. a three-color harmony
   D. the proper use of hue, value, and intensity of a color

STUDENT SELF-CHECK

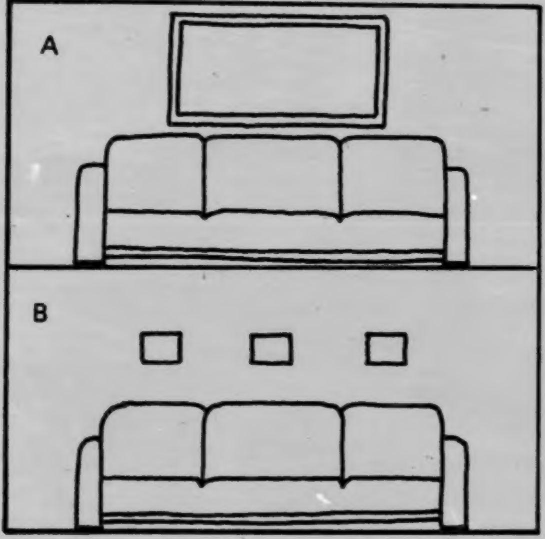
Design Principles

On a separate sheet of paper number 1-4. Answer the following questions. Check your answers with those on page 10.

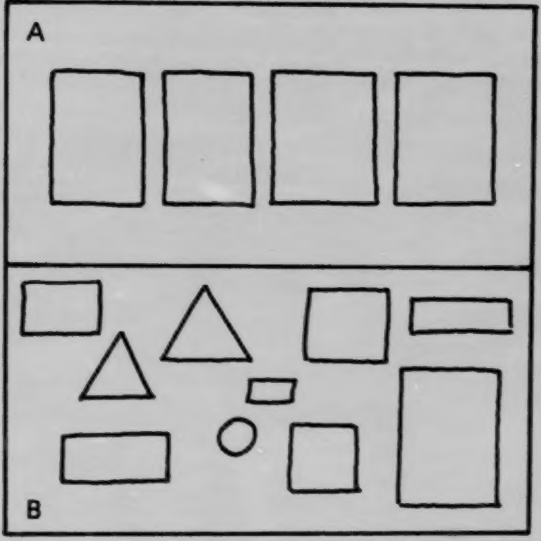
1. Which drawing shows emphasis?



2. Which drawing shows better proportions?

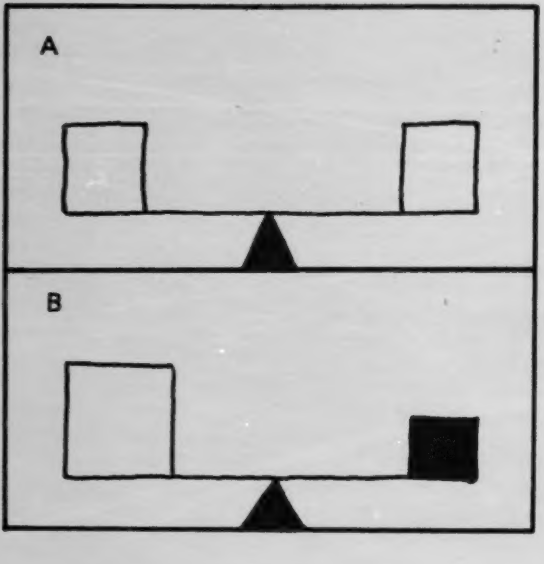


3. Which drawing shows rhythm?



No. 16

4. Which drawing shows formal balance?



STUDENT SELF-CHECK

Terms and Definitions for Design

Answers

1. F
2. E
3. D
4. C
5. B
6. A
7. J
8. K
9. I
10. L
11. H
12. G

STUDENT SELF-CHECK

Line, Texture, and Form

Answers

1. B
2. F
3. D
4. E
5. D
6. B
7. A

STUDENT SELF-CHECK

Color as an Element of Design

Answers

2
4
5
7
8
10

STUDENT SELF-CHECK

Color Schemes in the Home

Answers

1. C
2. B
3. C
4. C
5. C

STUDENT SELF-CHECK

Design Principles

Answers

1. A—The large picture is the most important part of the drawing.
2. A—The large picture and sofa are in correct scale to one another and with people occupying the room.
3. A—The four pictures give a series of repeated accents which result in rhythm.
4. A—Like objects are balanced on either side of a central point.

OBJECTIVE MFE No. 39 MODULE No. 16

EVALUATOR'S FINAL CHECKLIST

Title: RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

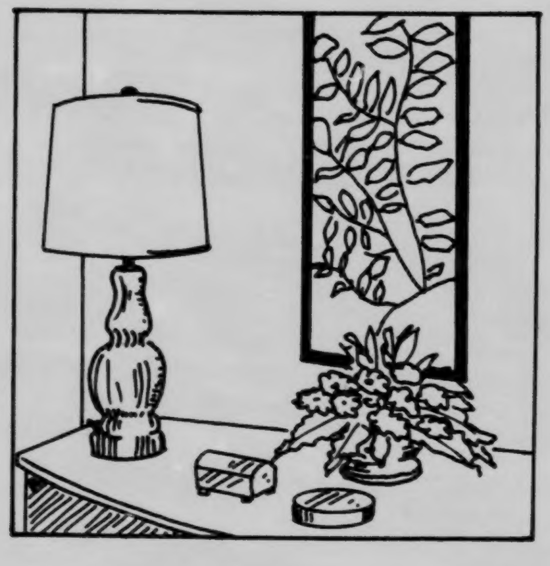
The student:	Accomplished	Not Accomplished	Not Applicable
A. Identified and described three pictures illustrating elements of design--line, texture, and form.	☐	☐	☐
B. Planned a color scheme which:			
1. Was based on a standard color scheme	☐	☐	☐
2. Used one color more than the others	☐	☐	☐
3. Used an accent color	☐	☐	☐
C. Identified and described five pictures, illustrating the principles of proportion, balance, emphasis, rhythm, and harmony.	☐	☐	☐

Objective MFE 39

Module No. 17

Housing and Home Furnishings

SELECTING ACCESSORIES FOR THE HOME



INTRODUCTION

Accessories are small, decorative, and/or useful objects which are used in the home. Lamps, plants and flowers are some of the most common accessories. They are used to add the final touch to a room's decor. More than anything else, they express a person's taste and personality. In this module, you will learn how to select and arrange accessories for different kinds of rooms.

Before you start to work on this module, be sure you have completed Module 16, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a case situation, select and arrange accessories.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING ACCESSORIES FOR THE HOME.

Your instructor will provide you with a case situation. Select and arrange accessories.

LEARNING ACTIVITIES

1. READ about selecting and arranging accessories in two references provided by your instructor,

   (and/or)__________________________ .

2. READ and STUDY Student Information, GUIDES FOR SELECTION OF ACCESSORIES, p. 2,

   (and/or)__________________________ .

3. IDENTIFY and DISCUSS in a small group the two main types of accessories and LIST three examples of each,

   (and/or)__________________________ .

4. COMPLETE Student Self-Check, GUIDES FOR SELECTION OF ACCESSORIES, p. 4.

5. READ and STUDY Student Information, SELECTION OF SPECIFIC ACCESSORIES, p. 5,

   (and/or)__________________________ .

6. READ and STUDY Student Information, ARRANGE ACCESSORIES ATTRACTIVELY, p. 6,

   (and/or)__________________________ .

7. VISIT a home or a furniture store to OBSERVE and STUDY the different types of accessories used and how they are arranged,

   (and/or)__________________________ .

8. DISCUSS the accessories and the arrangements you observed in Learning Activity 7 with another member of your class. LIST and DESCRIBE the three accessories that appealed to you most,

   (and/or)__________________________ .

9. LOOK through home magazines; FIND and CLIP illustrations of three rooms showing arrangements of accessories you feel are good. MOUNT the illustrations attractively and TURN IN to your instructor,

   (and/or)__________________________ .

10. COMPLETE Student Self-Check, SELECTION AND ARRANGEMENT OF ACCESSORIES CROSSWORD PUZZLE, p. 7.

11. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Guides for Selection of Accessories *

When accessories are chosen carefully and arranged well they add beauty to any room. Although accessories are not considered basic furnishings, they are important objects that help make rooms comfortable and help express family interests.

Basically, there are two main types of accessories. In the first group are those that are useful and beautiful, such as lamps, clocks, pillows, ashtrays, and flower containers. The second group includes those accessories that are decorative only. Some of these are pictures, figurines, wall hangings and collections.

Accessories of good design complete a room, just as shoes, hat, bag, gloves, and jewelry complete a woman's costume. Only those accessories which complement the other furnishings in the room should be used. Accessories should never be overdone.

The more color and pattern there is in a room, the fewer accessories are needed. Too much variety in a room tends to be confusing. Accessories should be used sparingly. Everything should not be displayed at one time. Some items may be stored and alternated from time to time.

Simplicity is the keynote in the selection of all accessories. For an accessory to be beautiful, usuable, and worthy of a place as a decorative object, it must be simple in shape and form, expressive of the material of which it is made, and its shape suited to its purpose. It must be well proportioned. It must possess deep, rich coloring or soft, delicate coloring which is in harmony with its shape and weight. The decoration must conform to the shape of the space it occupies and be placed where it strengthens the shape of the object. See Figures 1-3.

The design on the pottery is simple, follows the shape of the object and is suited to the surface. It suggests simple, sturdy living.

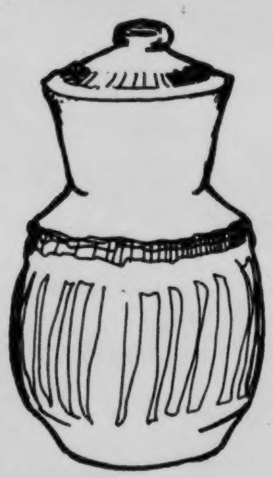


Figure 1

Accurate copies of nature's designs in these salt and pepper shakers are poor design. You do not expect to see salt coming out of a bird's head.

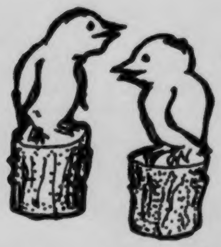


Figure 2

Both of these teapots are inexpensive. The one on the left has good design, while the one on the right is of poor design. Compare the poorly designed one on the right with the smooth curves and simple lines of the one on the left.

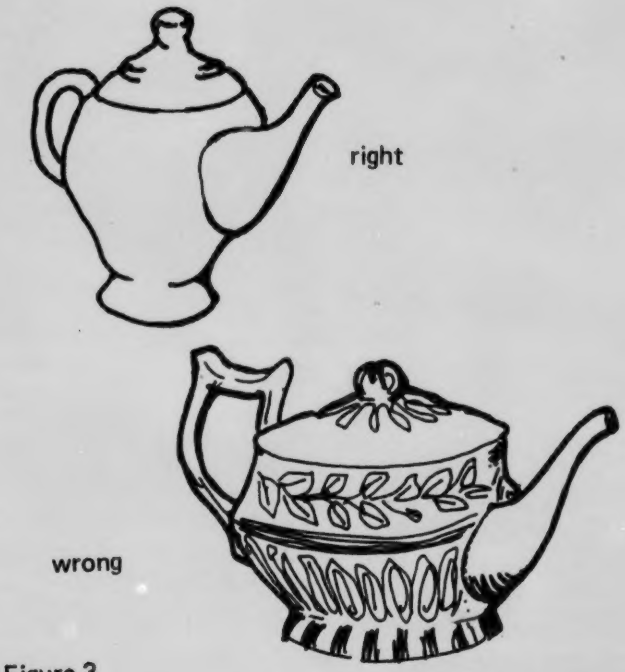


Figure 3

Some points to consider in the selection of accessories:

1. Scale — a good design looks as if it is neither too large nor too small, too light nor too heavy, in relation to its surroundings.
2. Usuable — a well-designed object is used for its intended purpose.
3. Straightforward, simple or uncomplicated — a good design looks as if its creation required little effort.
4. Well-integrated, complete — a good design does not look complete if a part of it is removed, and it loses some of its beauty if other parts are added.

5. Creates a definite mood — a good design must create some feeling such as calmness, repose, humor, action, excitement, gaity, formality, etc.

Most people tend to use too many accessories. It is best to make a plan for the use of accessories and stick to it. A good idea is to strip the room of everything except furniture; then decide what is the main furniture style and plan from there.

Is the furniture informal? Early American and much modern furniture is of this style. Rough textured accessories such as pottery, baskets, stone, wood, or metal objects are best with informal furniture.

If the furniture is more formal and traditional in styling, fine textured accessories such as china, crystal, and silver should be used. If it is semi-formal, medium textured accessories, such as medium weight metals, china, and glass should be used.

A decision should be made as to what accessories are needed for use and/or beauty at each furniture grouping. Are a lamp and an ashtray needed near the chair? Are books and magazines placed near chairs where a lamp is convenient for reading? Will small, plain pillows on the sofa give an accent of color and add comfort?

Accessories should be selected for what they can do to improve the appearance of a room, as well as for the beauty of the object itself.

Accessories should be pleasing in line, shape, texture, color and decorative design. They should fit the overall look of the room and serve the purpose for which they are intended. Accessories should be selected - not collected!

*Adapted from:

More for Your Furnishings Dollar, Clemson University Extension Service, Clemson, SC

Accent With Accessories, Southern Regional Publications HEGI, October 1975, Cooperative Extension Service, Clemson, SC

STUDENT SELF-CHECK

Guides for Selection of Accessories

On a separate sheet of paper, number from 1-10. Place a "T" on your answer sheet for each statement that is true; place an "F" for each statement that is false. Check your answers with those on page 9.

1. Accessories are basic furnishings for every room.
2. Accessories may be both beautiful and useful.
3. It is good to use as many accessories as you can.
4. The shape of an accessory should be suited to its purpose.
5. Most people use too few accessories.
6. Formal accessories are best for Early American furniture.
7. Simplicity is the keynote in the selection of accessories.
8. Miniature-sized elephants that serve as plantholders are considered poor design.
9. Accessories should be chosen to improve the appearance of a room.
10. Some accessories may be used for their beauty alone.

STUDENT INFORMATION

Selection of Specific Accessories

Lamps

Lamps are probably among the most important accessories in a room because they serve a necessary function as well as add beauty. Lamps should provide both eye comfort and eye appeal.

Lamps should combine beauty of design with good lighting. Coffee grinders, telephones, animal or human forms do not make lamps of good design. Lamps are best if simple in design with a shade of a size, shape and color that is appropriate to the base of the lamp. Shades, as a general rule, should have little decoration and should fit into the color scheme of the room.

A few lamps may be used in a room for general lighting, but some are needed for direct lighting at seating areas where reading or other close work is done.

To achieve harmony in a room, use matching bases or shades of blended styles, colors, materials and proportions. It is usually good to have one matching pair of lamps. Lamps should always be in harmony with the mood of the furnishings. Pottery, brass, and other metals are in keeping with informal settings, while china, crystal, and silver fit a more elegant, formal treatment.

Lamp shades should be simple, without ruffles and surface decoration. Light-colored shades look best against light backgrounds because there is less contrast. Shade linings should always be white. Paper and parchment shades may be used in informal rooms, while cloth shades are suitable for all rooms.

Lamps, in addition to being classed as decorative accessories, also need to be chosen carefully as to height and width of shade. One way to help determine this is to start with the height of the table where the lamp will be placed, then decide how high the lamp must be to light a book held in the lap of a person sitting next to the table. If the light is to be used primarily for reading or other close work, a translucent shade should be used to illuminate best. However, if the lamp is mainly decorative, as in a hallway, the more dramatic, opaque or colored shade may be used.

A three-way (50-100-150 or 100-200-300 watt), diffused, portable lamp should be used with each furniture grouping to provide a place where each family member can follow his/her own interests. At the high setting, the light is right for reading, desk work, and sewing; at the lower levels it is effective for relaxing, conversation, or listening to music.

To protect the eyes from the glare of light bulbs, the bottom of a lamp shade should be at or slightly below eye level for a person seated near the table. A tall lamp is needed for a low table, while a low lamp is better on a tall table.

Books and Magazines

Almost more than anything else, books and magazines can add life to a room. They help to give a "lived in look." This does not mean that a room should be cluttered with stacks of books and old magazines. These should be stored in interesting, eye-catching, and convenient ways. There are numerous bookcase and shelving units available at reasonable costs from furniture and department stores. Or with a few nails, boards and a hammer, attractive book storage can be built into a room.

Books are often used in just about every room of the house – in the kitchen, recipe books; living room, pleasure reading; study area, reference books; bedroom, books for bedtime reading. In every child's room, there should be books that he/she can reach. Books can be useful and add warmth and rich color to a room.

Plants and Flower Arrangements

Plants and flower arrangements are often used to add the "final touch" to a room's decoration. Many people like to use them because it gives a feeling of "bringing in the outdoors."

All plants and flowers must be cared for properly if they are to be effective as accessories. Having no plants at all is better than having sick, droopy ones. Persons planning to use plants or flowers indoors should take the time to understand their plants and what they need.

Any foliage or flower arrangement should be in good proportion to the piece of furniture on which it is placed. A small, low arrangement is effective on a coffee table. A tall arrangement might be used on a table in the entrance hall.

Containers for flowers or foliage should be simple in design and remain in the background. Attention should be focused on the arrangement or plant, not the container.

Wall Hangings

There are many types of wall hangings which can be used as accessories in a room. These include pictures, wood carvings, mirrors, sconces, clocks, fabric hangings and others.

Wall hangings should be selected very carefully and not overdone. Every wall does not need something hung on it. Much blank wall space is needed to allow furnishings to be fully appreciated and to create a restful atmosphere.

Anything that is hung on the wall should be hung low enough to look like it is a part of a grouping with a piece of furinture. A wall accessory should be in good proportion to the piece of furniture and should be hung flat against the wall with no hardware showing.

Mirrors may be used to open up a room and make it seem larger. Mirrors reflect a picture of what is opposite, so use mirrors only if what they reflect is attractive and interesting. The size of the mirrors should be kept in scale with the room and its other furnishings.

Wastebaskets

Wastebaskets are needed in almost every room. They should harmonize with the color, texture, and mood of the other furnishings, but remain in the background. Wastebaskets may be purchased from variety or department stores. They may also be covered easily and economically at home.

Pillows

Throw pillows have become popular to use in living rooms, family rooms, and bedrooms. They are an easy way to distribute color. The pillows should always be harmonious with the color, texture, and mood of the other furnishings. Their use should not be overdone. Pillows can usually be purchased at most household linen departments. They can also be constructed at home by persons with sewing skills.

Objects of Art or Collections

Every room should have at least one thing of beauty or worth which means something special to the person or family. This may be a figurine, a piece of driftwood, a seashell, or just a beautiful object that has been chosen. Small objects should be grouped in order to avoid a cluttered look.

STUDENT INFORMATION

Arrange Accessories Attractively

The principles used in arranging furniture also apply to accessories. The entire room should be pleasing to the eye with well-arranged groups of furnishings, including accessories, that make a complete and attractive design.

Guides for Arranging Accessories

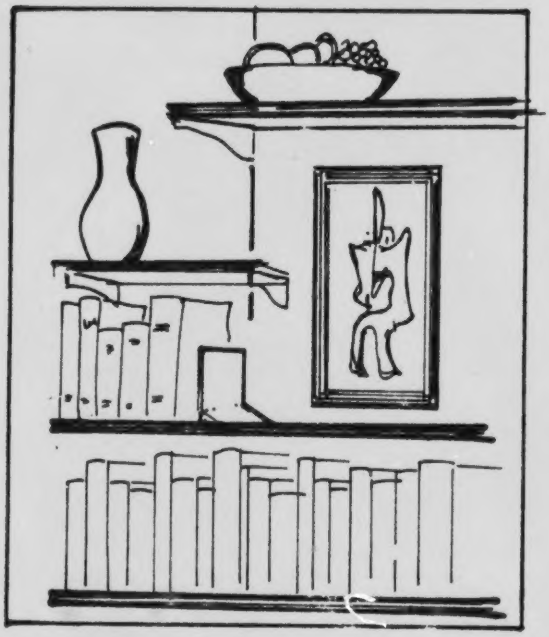
1. Be practical.
2. Arrange for easy use and upkeep.
3. Keep the room in balance. Do not use all eye-catching accessories on one side.
4. Use the principle of emphasis to create a center of interest, a spot in the room where the eye will be drawn first.
5. Keep a feeling of harmony by using accessories which complement each other and the other furnishings.

6. Repeat colors and shapes to give a feeling of rhythm to the room.

7. Avoid using patterned objects against patterned backgrounds.

8. Display only a few accessories at a time. Store some and alternate occasionally.

9. Use small accessories in a group. Within the group, combine different shapes and sizes.



10. Place a large accessory that is especially beautiful or important by itself. Leave plenty of plain space around the object to show it off.

STUDENT SELF-CHECK

Selection and Arrangement of Accessories Crossword Puzzle

On a separate sheet of paper, answer the crossword puzzle on page 8. Check your answers with those on page 9.

Down

1. Anything that is hung on the walls needs to appear as a unit with a piece of __________.

2. Furnishings which personalize a room.

3. The "outside" may be brought "inside" by the use of these in room decoration.

4. The feeling of equal distribution of weight.

8. Repeating colors and shapes gives a feeling of this principle of design.

Across

3. An item hung on the wall as an accessory.

5. The principle of design used to attract attention.

6. Lamp shade linings should always be this color to provide the most light.

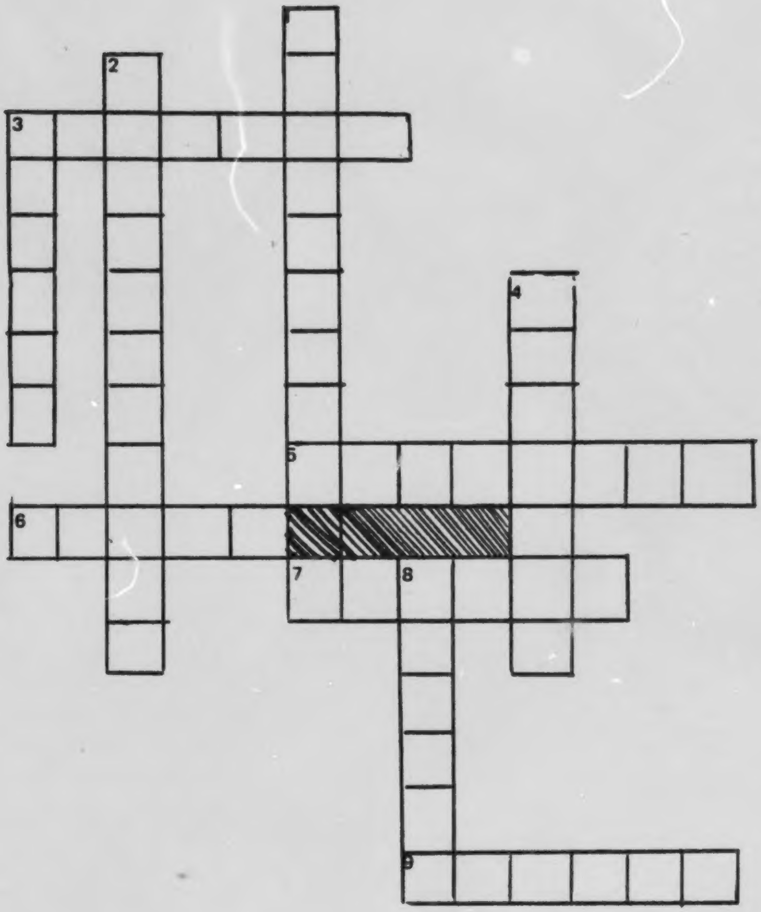
7. Type of light needed for close work or reading.

9. An accessory used to make a small room look larger.

No. 17

STUDENT SELF-CHECK

Selection and Arrangement of Accessories Crossword Puzzle



STUDENT SELF-CHECK

Guides for Selection of Accessories

Answers

1. F
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. T
10. T

STUDENT SELF-CHECK

Selection and Arrangement of Accessories Crossword Puzzle

Answers

Down

1. furniture
2. accessories
3. plants
4. balance
8. rhythm

Across

3. picture
5. emphasis
6. white
7. direct
9. mirror

CHECK-OUT ACTIVITY

Case Study

Kris and Richard Talbot have recently purchased a two-year-old, ranch-style home. They own some furniture, but they need to choose accessories for the living room area first because it is the place where they plan to spend most of their free hours and to entertain their friends. The living room is 6.1 m x 5.2 m (20 ft x 17 ft) and is furnished with contemporary walnut and teakwood furniture. Their pieces include: a brown tapestry-covered sleeper sofa, two chairs covered in striped velour, two end tables, coffee table, rocking chair, desk with chair, and TV/stereo combination. They wish to purchase accessories such as lamps, pictures, clock, pillows, and houseplants.

A brick fireplace with raised hearth is the focal point of the room. Its clay-colored bricks cover most of one wall. At one end of the fireplace wall are bookshelves; Richard often reads at his desk. Kris prefers to do needlepoint while listening to her favorite albums. Both enjoy parties. The four walls are painted antique white, but Kris would like to consider paneling one wall in the near future. Windows break two walls. One large light fixture hangs in the center of the room. The white ceiling is textured in a stucco-like design. The windows are covered in an open weave fabric of rust and tan. The floor is carpeted in a rust-colored plush.

The Talbots have no children, but they are considering adopting an orphaned refugee child within the next year. Their two small terriers stay outside in the patio/carport area.

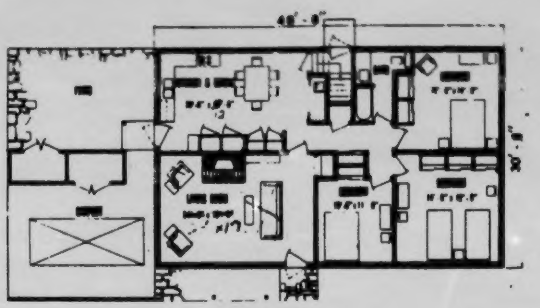
Study the diagram of the Talbot's home and view their furniture arrangement on the graph paper. From the following items shown, select the accessories that are appropriate for the Talbot's home. Justify your selection.

Make the following decisions for the accessories needed in the Talbot's living room.

1. Painting over the mantle
    - a. seascape in cool colors with white frame
    - b. autumn landscape print with wood frame
    - c. modern abstract in chrome frame
    - d. XVI century portrait in gold frame
2. A lamp between the two chairs
    - a. candelabra lamp
    - b. crystal floor lamp
    - c. brass floor lamp
    - d. figurine-based floor lamp
3. Clock for the TV/stereo wall
    - a. banjo wall clock with colonial styling
    - b. school clock
    - c. modern clock
    - d. cuckoo clock
4. Pillows for sofa
    - a. round antique satin pillows
    - b. rectangular velvet pillows
    - c. square,rough textured pillows
    - d. printed corduroy pillows with fringe
5. Mirror over TV/stereo
    - a. square, gold-etched, framed mirror
    - b. triangular, unframed mirror
    - c. gold-flecked, press-apply mirrors
    - d. rectangular, wood-framed mirror
6. Plant for the coffee table
    - a. large terrarium in glass container
    - b. terra cotta pot with cactus
    - c. hanging basket with airplane plant
    - d. ceramic rabbit with begonia "ears"

No. 17

7. End table lamps
    a. black glass oriental lamps
    b. blue ginger jar lamps
    c. brass lamps
    d. high intensity lamps



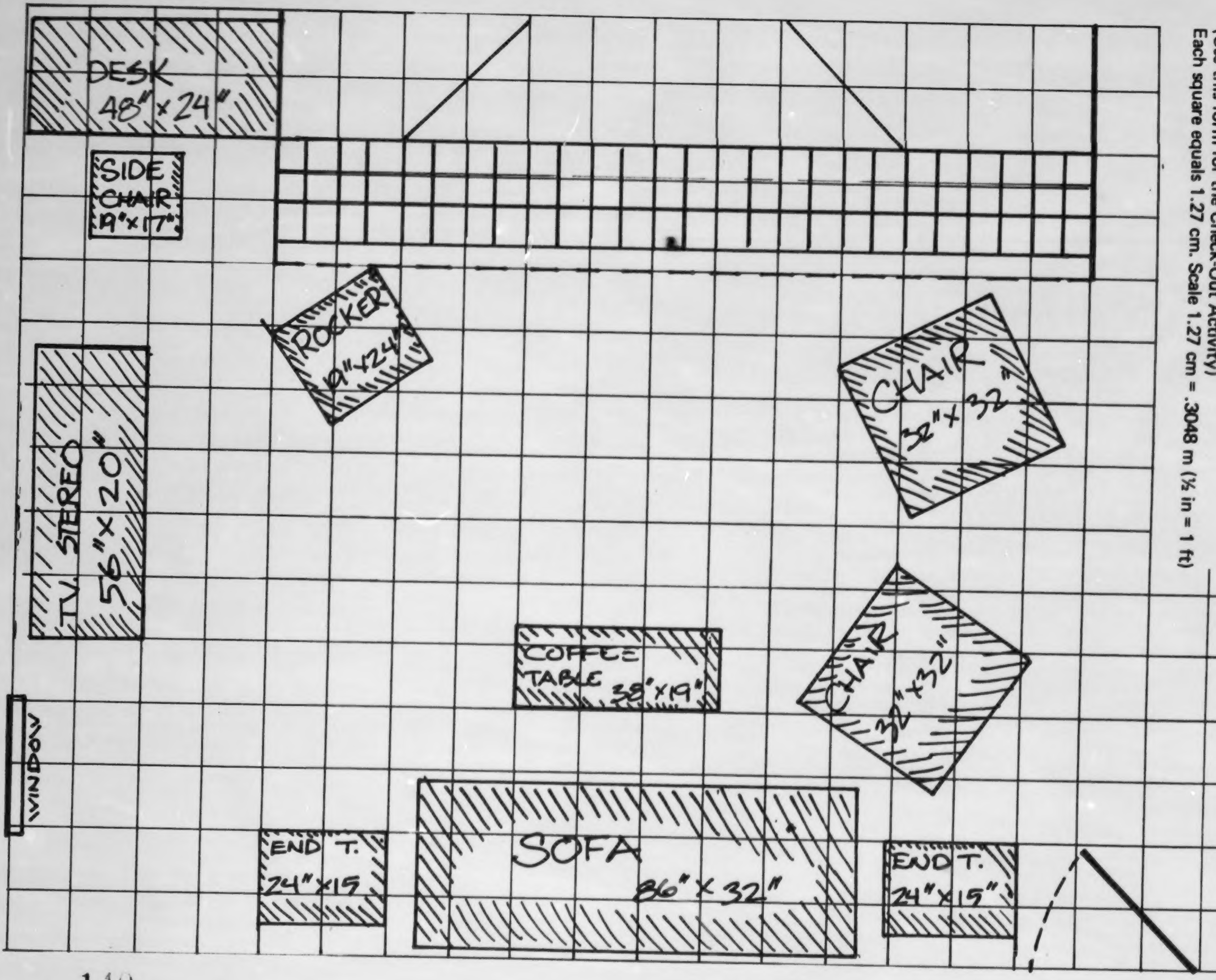
8. Fireplace equipment
    a. gold finish
    b. silver finish
    c. wrought iron finish
    d. blue metallic finish

9. Ashtrays for end tables
    a. oriental flowered design
    b. dull ceramic finish
    c. plastic tiger design
    d. gold braided design

10. Rocker cushion
    a. early American print
    b. pastel patchwork material
    c. rough textured synthetic fabric
    d. ruffled eyelet material

Floor Plan Graph

(Use this form for the Check-Out Activity)
Each square equals 1.27 cm. Scale 1.27 cm = .3048 m (½ in = 1 ft)


DESK 48"×24"
SIDE CHAIR 19"×17"
ROCKER 19"×24"
CHAIR 32"×32"
T.V. STEREO 56"×20"
COFFEE TABLE 38"×19"
CHAIR 32"×32"
WINDOW
END T. 24"×15
SOFA 86"×32"
END T. 24"×15"

OBJECTIVE MFE 39 MODULE No. 17

EVALUATOR'S FINAL CHECKLIST

Title: SELECTING ACCESSORIES FOR THE HOME

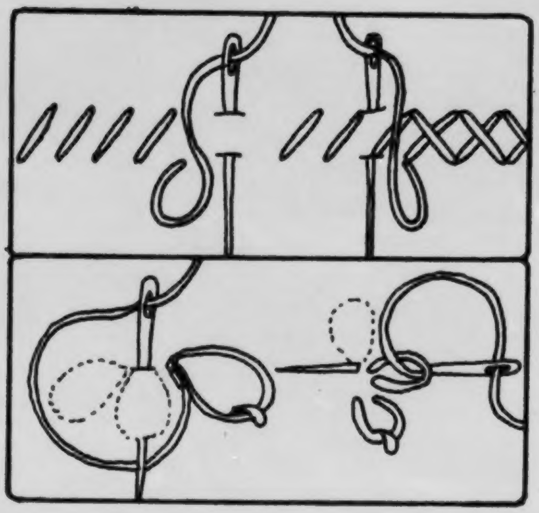
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In selecting and arranging accessories for the case situation, the student chose accessories which:

	Accomplished	Not Accomplished	Not Applicable
1. Complemented room decor	[ ]	[ ]	[ ]
2. Were suited to the purpose	[ ]	[ ]	[ ]
3. Were in harmony with each other and with the place they were to be used.	[ ]	[ ]	[ ]

Housing and Home Furnishings

EMBROIDERING LINENS



INTRODUCTION

Stitchery is back in style, adding charm and warmth to our homes. It may be the traditional hand embroidery or the more recent machine embroidery. Either kind can be exciting and rewarding to learn. Table linens, towels, and pillowcases become interesting and unique when embroidered by either method. In this module you will learn many basic stitches and how to use them to decorate household linens. This will include choice of fabric, thread, equipment, and design.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Embroider a given linen using embroidery hoop, thread, needles, transfer pattern, iron, ironing board, and scissors.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, EMBROIDERING LINENS.

Your instructor will supply fabric, transfer pattern, embroidery hoop, scissors, needles and thread. Embroider linens.

LEARNING ACTIVITIES

1. VIEW filmstrips on embroidery,

   (and/or) ______________________________ .

2. READ about the basic stitches in a reference provided by your instructor,

   (and/or) ______________________________ .

3. COMPLETE Student Self-Check, KNOW YOUR STITCHES, p. 2.

4. ASSEMBLE supplies and equipment needed to learn to make the basic stitches,

   (and/or) ______________________________ .

5. SKETCH, trace, or transfer six letters or designs onto sample,

   (and/or) ______________________________ .

6. PRACTICE making basic stitches, following diagrams in the suggested references, and using a different stitch to make each letter or design,

   (and/or) ______________________________ .

7. COMPLETE sample by stitching a border, or partial border, of four remaining stitches from the Student Self-Check, KNOW YOUR STITCHES, p. 2.

   (and/or) ______________________________ .

8. COMPARE your sample work with pictures of the stitches to determine if your stitches are well-made. (If needed, ask your instructor to show you how to make the stitches you could not do well.),

   (and/or) ______________________________ .

9. FINISH by fringing four sides of sample napkin,

   (and/or) ______________________________ .

10. READ instructions for machine embroidery in a reference provided by your instructor,

    (and/or) ______________________________ .

11. PREPARE huck toweling for machine embroidery by marking letters or transferring other design,

    (and/or) ______________________________ .

12. PRACTICE adjusting machine, moving hoop slowly and evenly, as you learn to embroider by machine,

    (and/or) ______________________________ .

13. EXAMINE your sample of machine embroidery to determine if further practice is needed,

    (and/or) ______________________________ .

14. SELECT a project of either hand or machine embroidered linens from a reference provided by your instructor. Have your instructor approve the project to complete for the final evaluation in this module,

    (and/or) ______________________________ .

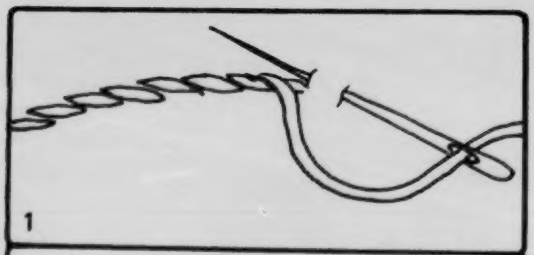
15. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Know Your Stitches

On a separate sheet of paper number from 1-11. Write the correct name of the stitch shown in each picture by the corresponding number. Study the stitches you are not certain of before continuing to the Learning Activity No. 4. Check your answers with those on page 4.

No. 18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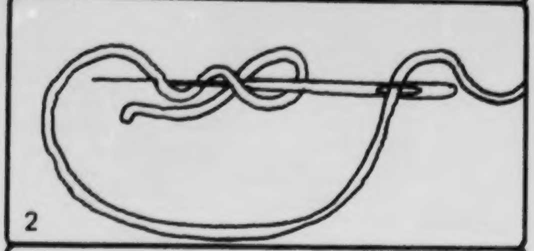
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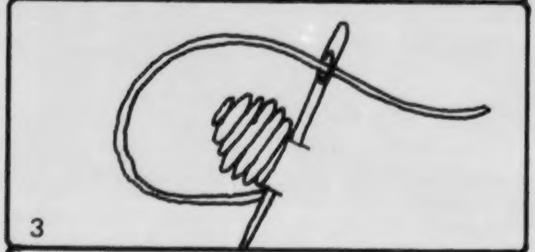
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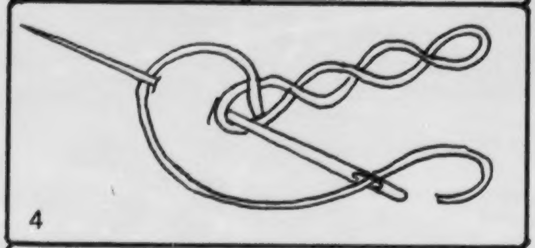
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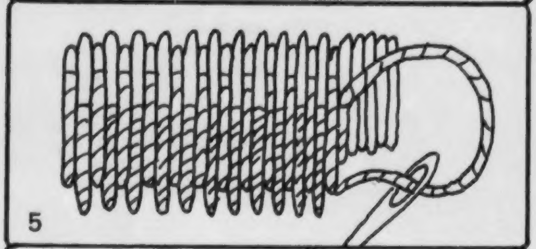
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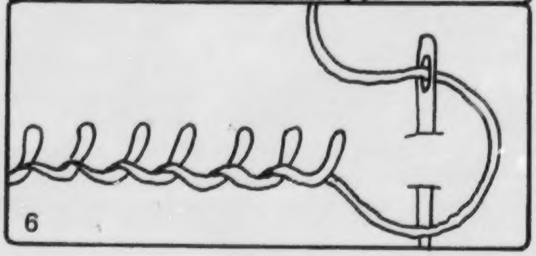
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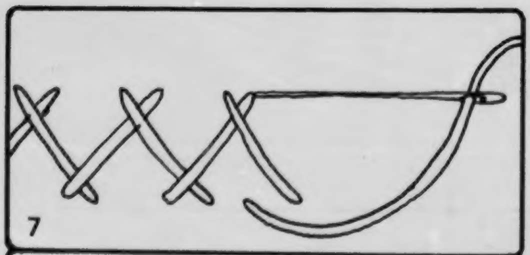
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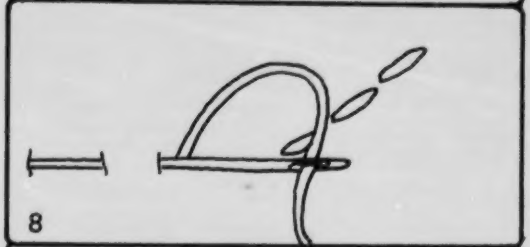
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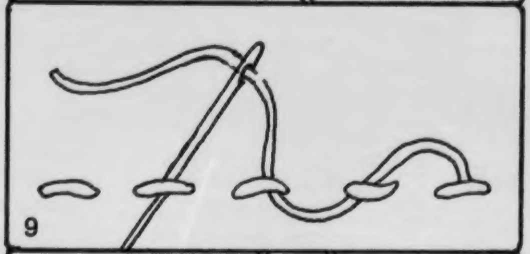
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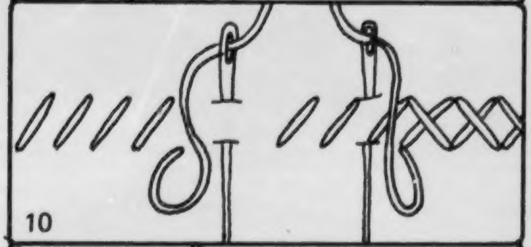
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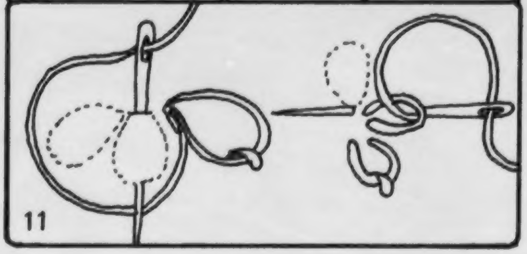

11

STUDENT SELF-CHECK

Know Your Stitches

Answers

1. Stem (or outline) stitch
2. French knot
3. Satin stitch
4. Chain stitch
5. Long and short stitch
6. Blanket stitch
7. Catch stitch (or herringbone)
8. Running stitch
9. Laced running stitch
10. Cross stitch
11. Lazy daisy stitch

OBJECTIVE HHF No. 55

MODULE No. 18

EVALUATOR'S FINAL CHECKLIST

Title: EMBROIDERING LINENS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

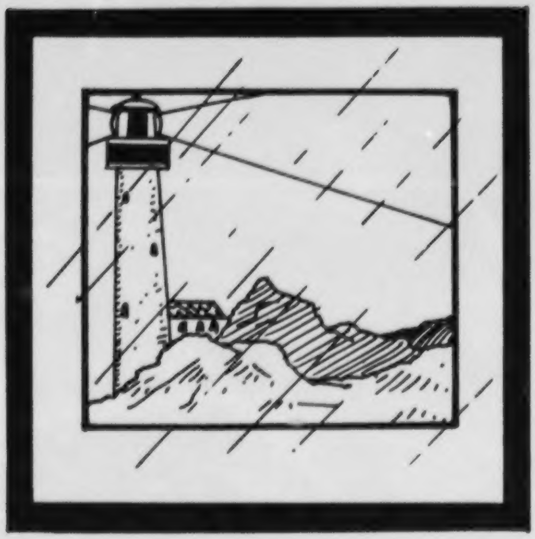
The student:	Accomplished	Not Accomplished	Not Applicable
1. Assembled all supplies needed.	☐	☐	☐
2. Applied design neatly by tracing, sketching, or transfer.	☐	☐	☐
3. Used embroidery hoop properly.	☐	☐	☐
4. Embroidered selected linen using correctly made stitches and proper thread for the design.	☐	☐	☐
5. Final product had a neatly embroidered design free from puckers or loose ends of threads; stitches conformed to design applied to the fabric.	☐	☐	☐

Objective HHF No. 56

Module No. 19

Housing and Home Furnishings

FRAMING PICTURES



INTRODUCTION

Pictures, correctly framed, have long been a favorite finishing touch for rooms. The purpose of frames and mats is to add beauty to the picture. They should never appear more important than the picture. There are many types of materials that can be used in a variety of ways for framing and matting. In this module you will learn how to select and assemble frames and mats for different pictures.

Read the following objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a picture to be framed, frame, mat, glass, rubber cement, tape, and paper, frame a picture.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ASSEMBLING A PICTURE.

Your instructor will provide a picture to be framed, frame, mat, glass, rubber cement, tape, and paper; frame a picture.

LEARNING ACTIVITIES

1. READ and study Student Information, GLOSSARY OF TERMS, p. 2 ,

   (and/or)__________________________ .

2. CHECK your knowledge by completing Student Self-Check, TERMS TO KNOW, p. 3.

3. STUDY Student Information, SELECTING FRAMES, p. 4, and SELECTING MATS, p. 4,

   (and/or)__________________________.

4. CHECK your knowledge by completing Student Self-Check, SELECTING FRAMES AND MATS, p. 6.

5. READ and study Student Information, HOW TO ASSEMBLE A PICTURE, p. 6,

   (and/or)__________________________.

6. OBSERVE a demonstration on assembling pictures by your instructor,

   (and/or)__________________________.

7. COMPLETE Student Self-Check, HOW TO ASSEMBLE A PICTURE, p. 7.

8. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

Mat — A border around the picture, separating it from the frame.

Print — A photo reproduction of oil or water color painting.

Traditional — A style from the past used in contemporary decor.

Oil Paintings — Done with oil paints on canvas or wood.

Water Colors — Painted with brush and water paints on special paper.

Non-glare Glass — A special picture glass that does not reflect light.

Harmony — A feeling of belonging together.

Texture — The structure of an object that gives it quality and/or surface characteristics such as coarse, fine, smooth, rough; can be determined by looking and/or feeling the object.

Scale — The relationship of the size of items to each other; the "right size".

Balance — An element which brings objects into proportion and/or harmony with one another; conveys a feeling of satisfaction or rest.

Double-faced Adhesive Tape — A tape that is sticky on both sides; can be used to hold two sides together.

Screw-eyes — A special screw with opening in head which may be threaded.

No. 19

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper, number 1-7. Match each definition to the term it describes. Check your answers with those on page 8.

TERMS

1. Water colors
2. Prints
3. Balance
4. Traditional
5. Mat
6. Texture
7. Oil paintings

DEFINITIONS

A. Styled from the past.

B. Smooth or rough, coarse or fine.

C. Photo reproduction of oil paintings.

D. Done with oil paints on canvas.

E. A border around a picture.

F. Painted with brush and water paints on special paper.

G. A feeling of harmony.

STUDENT INFORMATION [1]

Selecting Frames

Important points when selecting frames:

1. The frame should add beauty to the picture, never overshadow it.
2. Choose a frame that goes with the colors in the picture and the room where it will be used.
3. A basic guide is to select a frame that is lighter than the darkest color in the picture.
4. As a general rule, the frame should be darker than the mat.
5. Use frames which reflect the mood of the room and style of its furnishings.
6. The frame and picture subject should be in harmony. Traditional portraits look best in richly carved frames. Sports and animal subjects go well in more simple frames.
7. The picture and frame should be the same period in style. Modern pictures look best in simple, plain frames. Traditional pictures call for fancy, carved frames.
8. The lines of the picture which stand out should be repeated in the frame.
9. The larger the picture, the wider the frame may be. Small pictures usually require narrow frames.
10. Oil paintings seem to have weight. They look best in heavy looking frames.
11. Glass should be used on pictures which do not clean well, such as prints, pastels, sketches and water colors.
12. Non-glare glass may be used if the picture will hang where there is much light.

Selecting Mats

Important points when selecting mats:

1. Mats are always used with water colors. Oils do not need mats, but prints of oils may be framed with or without mats.
2. Mats are used to tie the picture and frame together.
3. Mats may be used to enlarge small or medium sized pictures.
4. A wide mat should be used if a picture is hung on patterned wallpaper.
5. Cardboard or fabric may be used for mats. They may be plain, colored, decorated or textured.
6. The color of the mat should be in harmony with the picture and the room where it is used.
7. A general rule is to use a mat that is darker than the lightest color in the picture.

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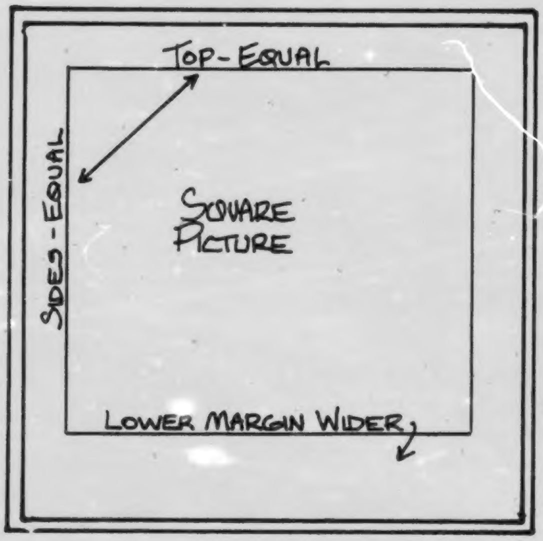
[1] Picture Panorama: Framing, Home Economics, Leaflet 38, Raleigh, NC: The North Carolina Extension Service, 1967.

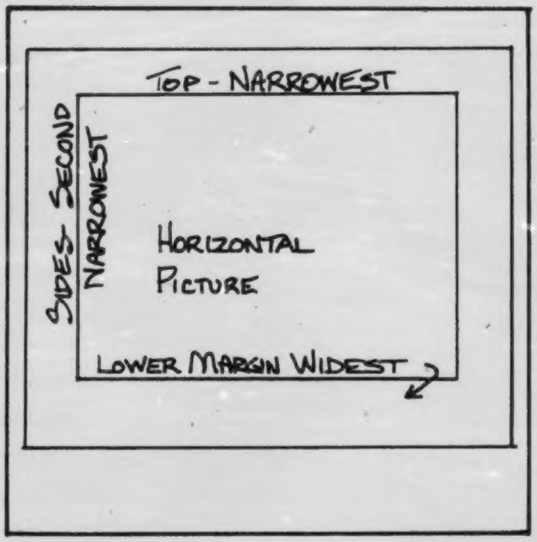
8. The texture of the picture and mat should be in harmony. Large, strong pictures look best with coarse looking mats. Small, delicate pictures need fine textured mats.

9. The general width of the mat should be selected according to the size of the picture, the scale of furnishings in the room, and the space where it will be hung. Usually a 5.0 cm (2 in.) to 10 cm (4 in.) top margin is enough for average size pictures.

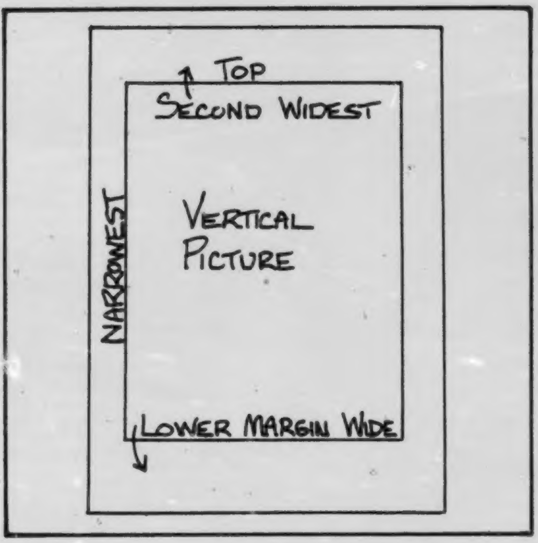
10. The widths of the top, side and bottom margins of the mat are determined by the law of margins. For a square picture, the top and side margins are equal. The bottom margin is wider than the top and side margins.


TOP-EQUAL
SIDES-EQUAL
SQUARE PICTURE
LOWER MARGIN WIDER

A mat for a horizontal rectangle has a narrow top margin. The side margins are wider than the top margin. The bottom margin for the mat is the widest of all margins.


TOP - NARROWEST
SIDES SECOND NARROWEST
HORIZONTAL PICTURE
LOWER MARGIN WIDEST

A vertical rectangle has narrow side margins with the top margin slightly wider. The margin of the mat is widest at the bottom.


TOP
SECOND WIDEST
NARROWEST
VERTICAL PICTURE
LOWER MARGIN WIDE

11. The bottom margin is widest on all pictures to give a feeling of balance and stability.

STUDENT SELF-CHECK

Selecting Frames and Mats

On a separate sheet of paper, number 1-7. To the right of each number write the word or words which best complete(s) each statement. Check your answers with those on page 8.

1. A large picture usually requires a (narrow, wide) frame.
2. Frames should be (darker, lighter) in color than the (darkest, lightest) color in the picture.
3. Pictures that do not clean well should be protected by ________.
4. Modern pictures look best in (fancy, plain) frames.
5. As a general rule, the frame should be (lighter, darker) than the mat.
6. According to the law of margins, a horizontal picture requires the __________ margin be widest, the __________ next, and the __________ be the narrowest.
7. To give a feeling of balance, the __________ margin is widest on all pictures.

STUDENT INFORMATION

How to Assemble a Picture

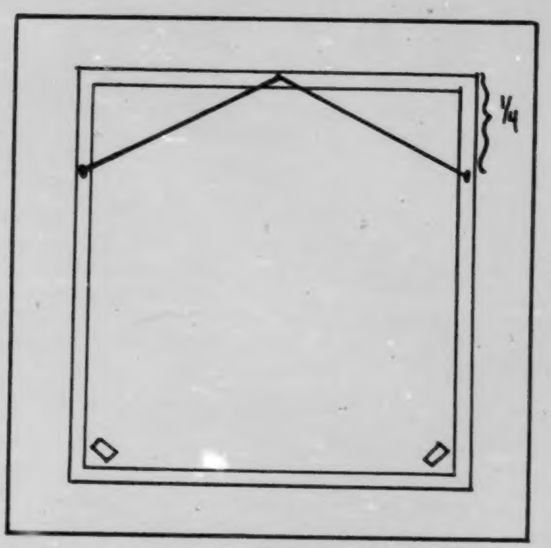
Assembling a picture includes attaching the picture to the mat (if one is used), fitting the picture into the frame and attaching the backing and hanging devices.

With frame wrong side up on a padded surface (folded towels or small blanket), lay the clean cover glass in place (if glass is used). Tape the top of the picture to the back of the mat. Lay picture and mat face down on cover glass. Place a backing of heavy cardboard or corrugated paper cut to fit on top of mat.

Brads or very fine nails are used to hold the glass, mat, and backing securely in place. Drive one into the edge of the frame in the middle of each side. After checking to see that the margins are correct, continue with the brads or nails, using enough to keep the picture tight.

Apply a dust cover of wrapping paper to seal against moisture and dust. Apply glue to back of frame along edge; then lay it against slightly dampened paper. Turn frame over; smooth the paper from center out to make it dry tight. When dry, cut away excess paper. Another method of applying the dust cover is to use double faced adhesive tape.

Place the screw eyes within the upper one-fourth of the frame edge so the picture will hang flat. Stretch picture wire through the screw eyes and fasten it securely. Place a thumb tack or a small piece of foam rubber or cork at each lower corner. This helps the picture hang straight.



STUDENT SELF-CHECK

How to Assemble a Picture

On a separate sheet of paper number 1-7. Rank in proper order the following steps for assembling a picture. Write the correct letter to the right of each number. Check your answers with those on page 8.

A. Lay clean glass cover in place on frame.

B. Secure picture and mat to frame with brads.

C. Lay picture and mat face down on glass.

D. Lay frame face down on padded surface.

E. Place firm backing over picture and mat.

F. Attach dust cover and hanging devices to back of picture.

G. Tape top of picture to back of mat.

STUDENT SELF-CHECK

Terms to Know

Answers

1. F
2. C
3. G
4. A
5. E
6. B
7. D

STUDENT SELF-CHECK

Selecting Frames and Mats

Answers

1. Wide
2. Lighter, darkest
3. Glass
4. Plain
5. Darker
6. Bottom, sides, top
7. Bottom

STUDENT SELF-CHECK

How to Assemble a Picture

Answers

1. D
2. A
3. G
4. C
5. E
6. B
7. F

OBJECTIVE HHF No. 56 **MODULE** No. 19

EVALUATOR'S FINAL CHECKLIST

Title: **FRAMING PICTURES**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Evaluate your picture according to the following scorecard:

The picture:

	Accomplished	Not Accomplished	Not Applicable
1. Had overall neat appearance	[ ]	[ ]	[ ]
2. Fit smoothly in frame with no wrinkles	[ ]	[ ]	[ ]
3. Was centered on the mat with correct margins	[ ]	[ ]	[ ]
4. Fit securely in the frame	[ ]	[ ]	[ ]
5. Had firm backing	[ ]	[ ]	[ ]
6. Was secured firmly to frame	[ ]	[ ]	[ ]
7. Had dust cover on back	[ ]	[ ]	[ ]
8. Had proper hanging devices securely in place	[ ]	[ ]	[ ]

Housing and Home Furnishings

ARRANGING FLOWERS

Before you start to work on this module, be sure you have completed Module No. 16, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a specified floral design, foliage, flowers, containers, holders, florist wire, tape and shears, make a floral arrangement.

INTRODUCTION

Flowers can make your home look pleasant and inviting. You can successfully arrange bright and charming flower displays if you follow a few guidelines. Through completing the activities in this module, you will gain knowledge and develop skills in the basics of flower arranging. You will also have a chance to apply, in a new way, what you have learned about the use of color and design in decorating. After you gain confidence working with basic principles, you can begin to create from your own ideas.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ARRANGING FLOWERS.

Your instructor will supply flowers, foliage, containers, holders, florist wire, floral tape, shears, and other necessary materials for you to make a floral arrangement. Make a floral arrangement.

LEARNING ACTIVITIES

1. READ Student Information, BASIC SHAPES OF FLORAL DESIGN, p. 2, and/or references suggested by your instructor to learn to recognize each of the basic shapes,

   (and/or)______________________.

2. COLLECT magazine pictures of each of the basic shapes,

   (and/or)______________________.

3. LABEL and DISPLAY pictures of arrangements in the various shapes and explain to the class how to recognize each.

4. STUDY at least two available references provided by your instructor on choosing containers and making flower arrangements,

   (and/or)______________________.

5. OBSERVE a qualified person demonstrate flower arranging, showing how to construct arrangements in the basic shapes,

   (and/or)______________________.

6. LIST steps in making arrangements as learned in Activities 4 and 5,

   (and/or)______________________.

7. PRACTICE making flower arrangements of at least three of the basic shapes,

   (and/or)______________________.

8. REVIEW Module No. 16, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN, and READ suggested references on applying principles of design to flower arranging,

   (and/or)______________________.

9. MAKE a flower arrangement to be displayed somewhere in the school,

   (and/or)______________________.

10. TAKE a picture of your best arrangement to be kept in a class slide file for the home economics department,

    (and/or)______________________.

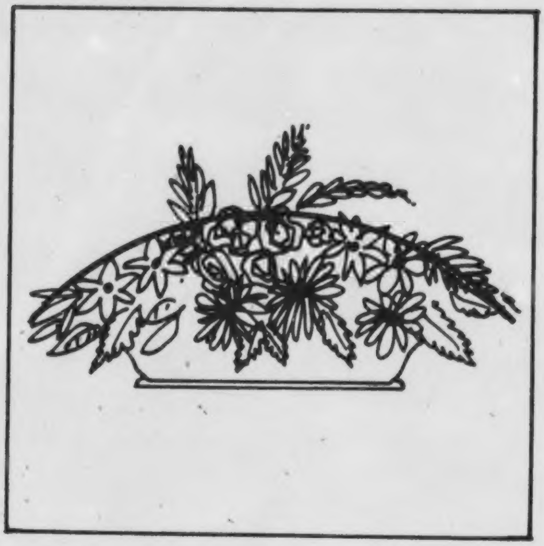
11. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Basic Shapes of Floral Design

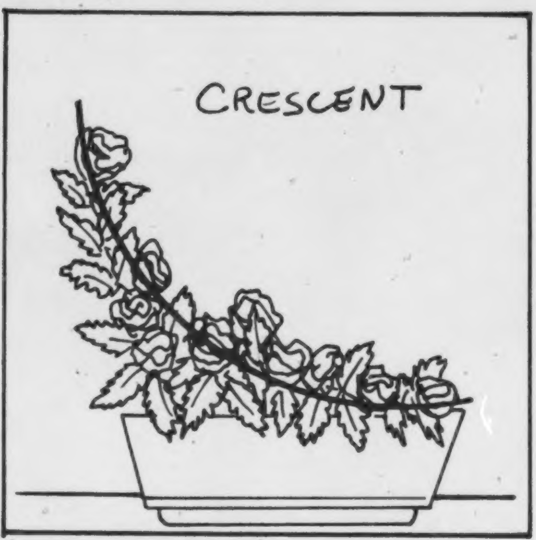
When arranging flowers, you should have a plan in mind. You need to have a mental blueprint of the result you wish to achieve. The most effective way to visualize the final form is to study its lines and compare it with a geometric figure or one of the basic shapes. Study the following diagrams to learn to identify shapes of floral designs.

FAN-SHAPED



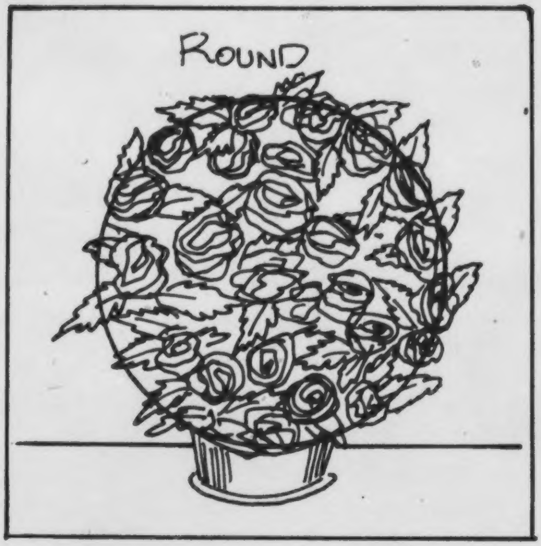
Line flowers form three main lines which radiate like the sun or like ribs of a fan. The focal point is placed at the center.

CRESCENT



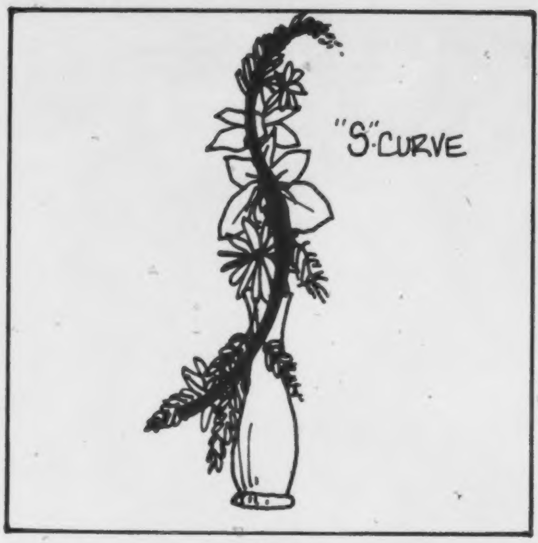
A portion of a circle is used effectively. Lines radiate from a point on the circumference of the circle. This forms a crescent or semi-circle. The first line flower is placed directly over the center of gravity. The second is shorter, having the same curve as the third in the opposite direction.

ROUND



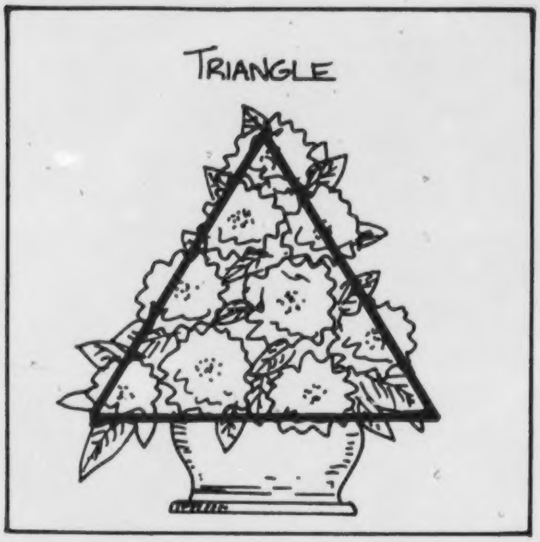
The round shape or circle has radiating tangent lines. The focal point is on the circumference of the circle. Most flowers are round in form. Arranging them in a circular design adds the pleasing element of repetition. Use foliage which gives contrast to the round forms.

S-CURVE



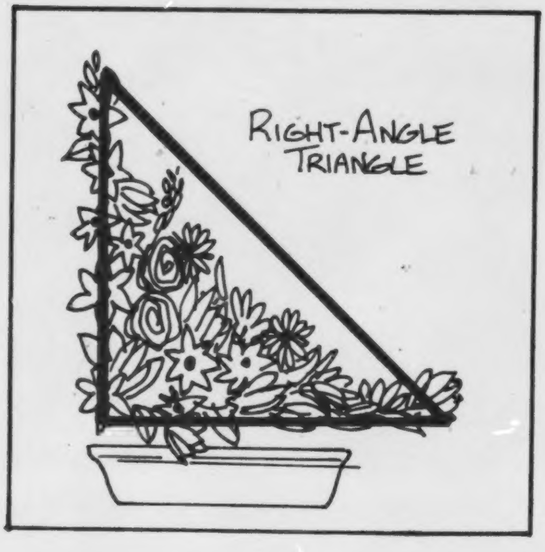
This design is shaped like a "lazy S" with the upper segment usually larger. The line may be simple and continuous or dramatic with repetition of the line using various materials. This arrangement has gentleness, softness, and rhythm. It is easiest to achieve with vines or pliable branches of evergreens. Because it was called "the line of beauty" by the English artist, Hogarth, it is also known as The Hogarth Curve.

TRIANGLE



The symmetrical triangle can be like a vertical cone or a pyramid. It is very formal. To be dramatic, the arrangement must be tall. However, it can be used with many variations of height and width. Line flowers establish height and width. The focal point is established with larger and darker flowers at the center just above the rim of the container.

RIGHT-ANGLE TRIANGLE



In the right-angle design the tall main line is perpendicular to the base. The focal point is toward the high side of the arrangement, usually. Triangles may face right or left for the more pleasing effect. This arrangement appeals to modern arrangers because of attractive asymmetry. It is informal and relaxing as opposed to the formal triangle with perfect symmetry.

OBJECTIVE HHF No. 57 MODULE No.20

EVALUATOR'S FINAL CHECKLIST

Title: **ARRANGING FLOWERS**

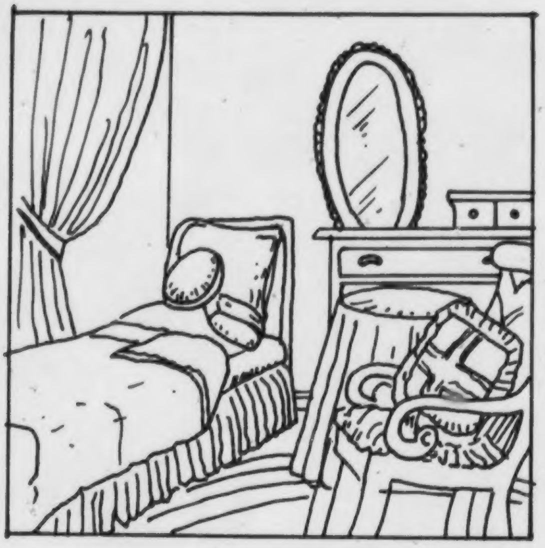
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student's floral arrangement:	Accomplished	Not Accomplished	Not Applicable
1. Complements room decor	☐	☐	☐
2. Fulfills stated function	☐	☐	☐
3. Conforms to specified floral shape	☐	☐	☐
4. Follows principles of design	☐	☐	☐

Objective HHF 58 Module No. 21

Housing and Home Furnishings

MAKING THROW PILLOWS



INTRODUCTION

Pillow making is easy. You can begin with a simple project and work up to a more difficult one. Yet, even the simplest project can produce a pillow that is a good looking and useful accent for your home.

Pillow making is resourceful. Fabrics, stuffings, yarns and other items can be recycled. Even samples of handcrafts can be used to make pillow tops. In this module you will learn how to make your own pillow form. You will also learn how to construct a knife-edged pillow.

Before you start to work on this module, be sure you have completed Module 23, MAKING A QUILT.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a pattern, fabric, tape measure, machine, thread, scissors, zipper cording foot, ruffler, pins, steam/dry iron, stuffing, and desired closure items, make a throw pillow.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING THROW PILLOWS.

Your instructor will supply pattern, fabric, tape measure, machine, thread, scissors, zipper cording foot, ruffler, pins, steam/dry iron, stuffing, and desired closure items. Make a throw pillow.

LEARNING ACTIVITIES

1. READ instructions for making a knife-edged pillow from a completed quilt block in a reference provided by your instructor,

   (and/or)________________________.

2. STUDY Student Information, PILLOW TERMS, and learn what they mean, p. 2,

   (and/or)________________________.

3. CHECK YOUR KNOWLEDGE by completing the Student Self-Check, DO YOU KNOW YOUR PILLOW TERMS?, p. 3.

4. PLAN a project making a knife-edged pillow, using the 30.5 cm (12 in.) square quilt block you made in Module No. 23, Making a Quilt, as the pillow top,

   (and/or)________________________.

5. READ a reference on enlarging a quilt block and adding a border,

   (and/or)________________________.

6. SELECT material to be used as an attractive border. ENLARGE the quilt block to 38 cm (15 in.) square by adding a 7.6 cm (3 in) border as shown a reference provided by your instructor,

   (and/or)________________________.

7. COMPLETE knife-edged pillow cover with a back having an envelope closure (use two pieces of fabric 38 cm x 30.5 cm (15 in x 12 in) to allow for overlap) as shown in a reference provided by your instructor,

   (and/or)________________________.

8. MAKE a 38 cm (15 in) square pillow form of preshrunk muslin or material from an old sheet and stuff it with selected filling material,

   (and/or)________________________.

9. INSERT pillow foam into patchwork pillow cover with envelope closure for a completed project,

   (and/or)________________________.

10. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Pillow Terms

1. Box-edged pillow — one having an extra strip of material sewed between top and bottom of pillow cover.
2. Boxing — an extra strip of material that is inserted between the pillow top and pillow bottom, adding height.
3. Cording — covered cord which is sewed into the seam(s) around the pillow's edge.
4. Envelope closure — a quick, convenient way to close a pillow cover, requiring no zipper or snap tape, and made by overlapping hemmed ends about 7.6 cm (3 in) or more at center back of pillow.
5. Flange — a straight, ungathered border around a pillow, giving a tailored look.
6. Knife-edged pillow — top and bottom of pillow are sewed directly together.
7. Ruffle — a gathered (or shirred) strip of material used as a border.
8. Throw pillow — a small pillow used for a decorating accent.

STUDENT SELF-CHECK

Do You Know Your Pillow Terms?

On a separate sheet of paper, number 1-8. Match the terms with the correct definition. Check your answers with those on page 4 .

Terms

1. Throw pillow
2. Knife-edged pillow
3. Box-edged pillow
4. Cording
5. Boxing
6. Flange
7. Ruffle
8. Envelope closure

Definitions

A. A straight, tailored border

B. A gathered border

C. Small decorative pillow

D. Strip of material used to add height to pillow

E. Strip of covered cord to sew in seam

G. Top and bottom separated by strip of material

H. Requires no zipper or snap tape

No. 21

STUDENT SELF-CHECK

Do You Know Your Pillow Terms?

Answers

1. C
2. F
3. G
4. E
5. D
6. A
7. B
8. H

OBJECTIVE HHF 58 MODULE No. 21

EVALUATOR'S FINAL CHECKLIST

Title: **MAKING THROW PILLOWS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In making a stuffed, knife-edged throw pillow, the student:	Accomplished	Not Accomplished	Not Applicable
1. Selected appropriate materials for pillow design.	☐	☐	☐
2. Cut out fabric pieces according to instructions and on straight grain of fabric.	☐	☐	☐
3. Pinned and stitched according to directions.	☐	☐	☐
4. Trimmed and graded seams.	☐	☐	☐
5. Turned pillow cover and pressed well.	☐	☐	☐
6. Made envelope or zipped closure correctly.	☐	☐	☐
7. Constructed pillow so that seams were straight and openings lay smoothly.	☐	☐	☐
8. Stuffed pillow so that stuffing conformed to pillow contour and was free of lumps.	☐	☐	☐

Objective HHF No. 61 Module No. 22

Housing and Home Furnishings

HANGING WALL ACCESSORIES

INTRODUCTION

Wall hangings are popular home accessories. They can make any room more attractive if properly located and correctly hung. In this module you will learn how to locate and hang wall accessories.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given at least three wall accessories, hangers, paper, marker, yardstick, clear tape, hammer and nails, hang wall accessories on assigned wall.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HANGING WALL ACCESSORIES.

Your instructor will provide you with three wall accessories ready to be hung, hangers, paper, marker, clear tape, yardstick, hammer and nails. Hang the wall accessories.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, WHERE TO HANG WALL ACCESSORIES, p. 2 ,

   (and/or)__________________________.

2. SEARCH through home decorating magazines and FIND five pictures of wall accessories that appeal to you. DISCUSS your selections with a small or large group of students.

   (and/or)__________________________.

3. READ and STUDY Student Information, GROUPING PICTURES, p. 3 ,

   (and/or)________________________ .

4. VISIT an art gallery or fine furniture store to see how pictures and/or wall accessories are grouped and hung,

   (and/or)________________________ .

5. COMPLETE Student Self-Check, PLACING AND GROUPING WALL ACCESSORIES, p. 4 .

6. READ and STUDY Student Information, HOW TO HANG WALL ACCESSORIES, p. 4 ,

   (and/or)________________________ .

7. OBSERVE a demonstration on hanging pictures by your instructor,

   (and/or)________________________ .

8. COMPLETE Student Self-Check, HOW TO HANG PICTURES, p. 5 .

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Where to Hang Wall Accessories

Carefully chosen pictures and/or other wall hangings add the finishing touch to a room. Learn and follow these simple rules for placing wall accessories.

Hang pictures in relation to furniture groupings. They should be close enough to the furniture so that they appear to belong together. See Figure 1.

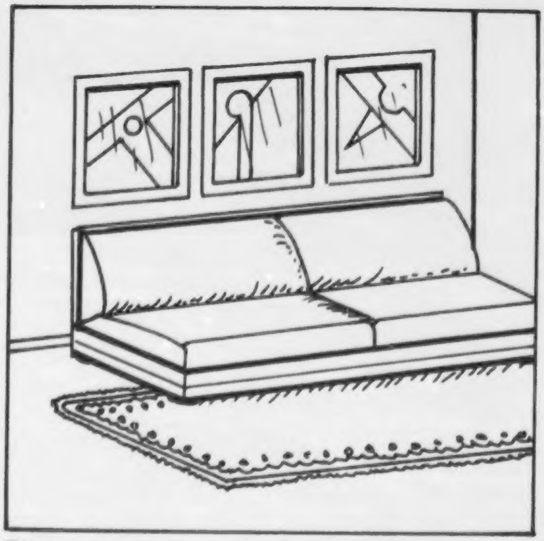


Figure 1

Keep the size of the wall hanging in scale with the size of furniture it accompanies.

The shape of the wall hanging should harmonize with the shape of the wall space and the shape of the furniture. A broad picture is suited to a horizontal space and furniture. A vertical wall space needs a tall picture.

Limit the number of pictures in any one room so that each picture will be appreciated for itself, and the walls will not be overcrowded.

If there is more than one picture in a room, all should form an even line at the top, bottom, or centers.

An important picture should hang alone to give it emphasis.

Pictures should be hung so that the center or center of interest of the picture is at eye level. Usually, this means the standing eye level of an average adult. This is approximately 167.5 cm (66 inches) from the floor. However, if the picture will be viewed mainly while sitting, hang the picture low, as in the case of pictures over a desk.

The only time it is correct to stairstep pictures is when they follow a stairway. Even then it should not be done if the stairway is in a living area. The diagonal line would attract the eye and carry it up, away from the conversation group.

Patterned walls must have either a wide mat around the picture or a very wide frame to separate the two designs.

A general rule is to hang light pictures on light walls and dark pictures on dark walls. However, for balance, a dark picture looks better with dark furniture, and vice versa, regardless of wall shade.

STUDENT INFORMATION

Grouping Pictures

Wall accessories are often hung in groups. The total size of the group should be in scale with the room, the wall space, and the furniture.

Pictures grouped together should be similar in subject matter, color, and character. Similar mats and frames should be used to tie the group together.

When small and large pictures are grouped together, place the smaller ones either to the side or bottom of the larger one. See Figure 2.

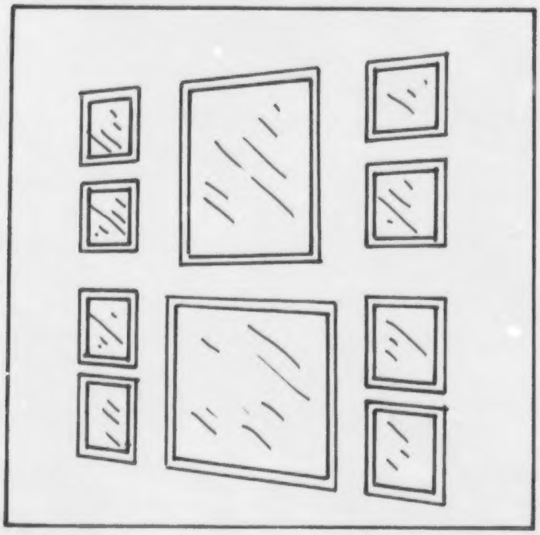


Figure 2

Pictures that have strong line movement should be hung so their lines carry the eye toward the group. Portraits, for example, should face each other.

The space between grouped pictures should be less than the width of any one picture.

Grouped pictures of varying sizes should follow the line of the furniture above which they are hung. If the piece of furniture forms a straight line, keep the bottom of the frames on the same line, Figure 3A; if the furniture creates an uneven line, it is better to hang pictures so the tops are on the same line, Figure 3B.

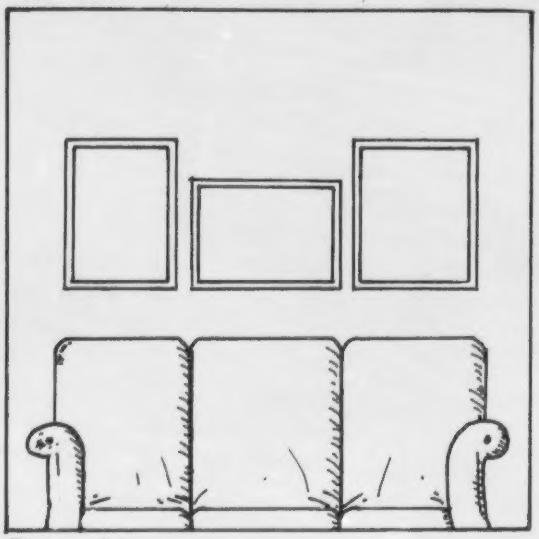


Figure 3A

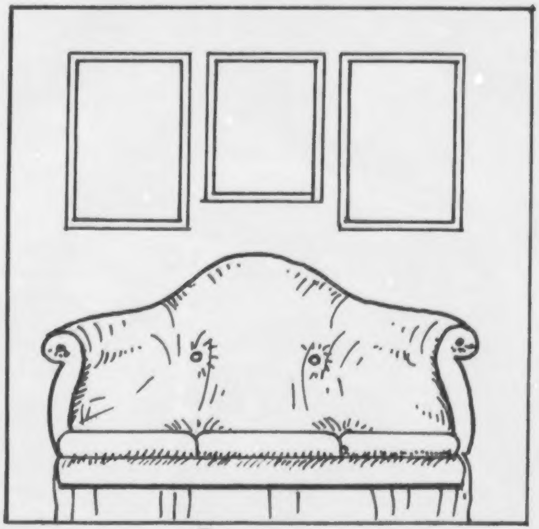


Figure 3B

It is helpful to use a large piece of paper to decide how to place a group of pictures. Lay the paper on the floor. Move the pictures around on the paper until you have a pleasing, well-balanced arrangement. Draw around the pictures. Then place the paper on the wall to find the spot for hanging each picture, Figure 4.

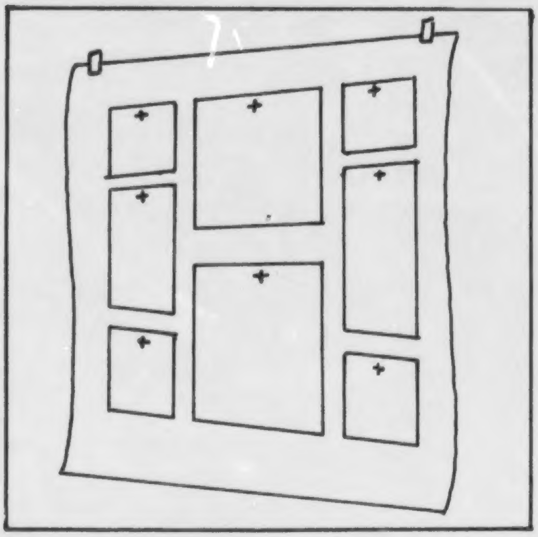


Figure 4

Every decorative object near the wall hanging must be considered a part of the group and take its proper place for balance. It must also harmonize in color, proportion, and mood.

Other objects can be hung on walls in place of pictures. If mirrors, plates, plaques, or decorative textiles are used, follow the same principles for placing them as for pictures.

STUDENT SELF-CHECK

Placing and Grouping Wall Accessories

On a separate sheet of paper write down the numbers of the statements below which are true in relation to placing or grouping wall accessories. Check your answers with those on page 7.

1. If you have four small pictures, it is best to hang one on each wall for good balance.
2. An important picture should hang alone to give it emphasis.
3. Pictures hung on patterned wallpaper should have wide frames and/or mats.
4. Several small pictures may be placed in a stairstep arrangement for an interesting wall effect.
5. For balance, a light picture usually looks better with light furniture.
6. A tall picture is best suited to a horizontal wall space.
7. Hang pictures a good distance from furniture groupings.
8. The size of a picture should be in scale with the size of furniture it accompanies.
9. Pictures should be hung at eye level.
10. The space between grouped pictures should be less than the width of any one picture.

STUDENT INFORMATION

How to Hang Wall Accessories

Wall accessories must be carefully hung so they can be seen to be enjoyed. Use a piece of paper cut the size of the picture to help determine the best location for the picture in relation to the furniture and space to be used. To find the right spot for the nail, measure from the bottom of the picture to the wire. Mark this point on your paper, then through the paper onto the wall. See Figure 5.

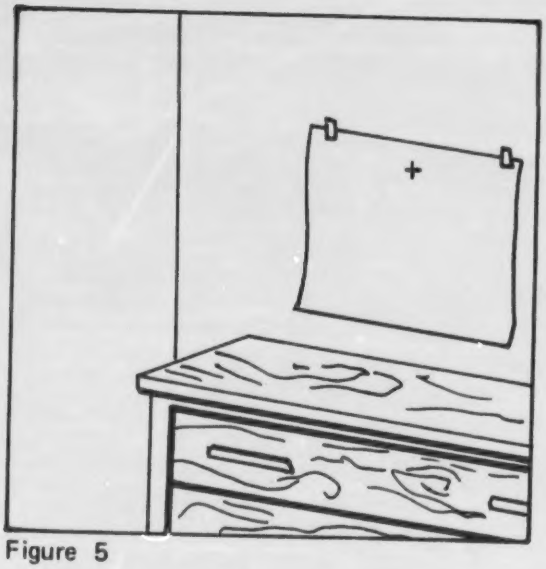


Figure 5

Pictures, especially large ones, are less likely to slip out of place if they are hung with two nails or hooks instead of one. If the walls are plastered, place clear tape on the wall before driving the nail. (Hint: Dipping the nail in ice water before hammering it into the wall helps prevent cracking the plaster.) Drive nails at a downward angle instead of straight in. At an angle, nails are not likely to come out and plaster is less likely to crack.

Pictures should hang as flat as possible against the wall. This way they seem more like part of the wall and do not throw shadows. The picture won't tip forward if the screw eyes that carry the wire are placed within the upper one-fourth of the frame. Hang pictures blind, with no wires showing.

While it is better to hang pictures blind, sometimes this is impossible because the picture hooks cannot be nailed to the wall or because the picture is too heavy for wall hooks. In these cases, the picture may be hung with two parallel wires from the molding at the ceiling, Figure 6. If wires must show, keep them in the background. Paint them the same color as the wall. Avoid using heavy cords and tassels; they may look decorative but often take away from the picture.

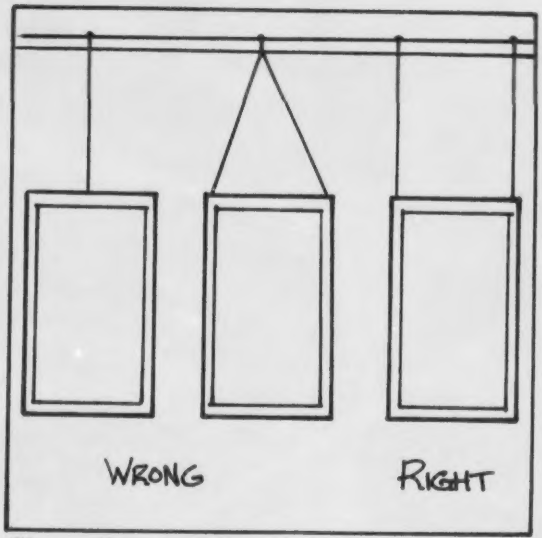


Figure 6

STUDENT SELF-CHECK

How to Hang Pictures

On a separate sheet of paper number from 1 through 10. Complete each sentence by writing the correct word or words by the appropriate number. Check your answers with those on page 7 .

1. Pictures should hang as ____ as possible against the wall.
2. A picture is less likely to slip if it is hung with____ .
3. Pictures should be hung blind, with no ____ showing.
4. Pictures won't tip if the screw eyes for picture wire are placed within the upper ____ of the frame.
5. Pictures that cannot be hung blind should be hung with two ______wires from the molding at the ceiling.
6. If walls are plastered, place _____on the wall before driving the nail to prevent cracking.

7. Drive nails at a/an _____ instead of straight in when hanging pictures.

8. One reason you may not be able to hang a picture blind is that it is too_____for wall hooks.

9. If wires must show when hanging pictures, keep them in the____ .

10. Plaster may not crack as easily if you dip the nail into ____ before driving it into the wall.

STUDENT SELF-CHECK

Placing and Grouping Wall Accessories

Answers

2
3
5
8
9
10

STUDENT SELF-CHECK

How to Hang Pictures

Answers

1. flat
2. two nails or hooks
3. wires
4. one-fourth
5. parallel
6. clear tape
7. downward angle
8. heavy
9. background
10. ice water

OBJECTIVE HHF No. 61 MODULE No. 22

EVALUATOR'S FINAL CHECKLIST

Title: **HANGING WALL ACCESSORIES**

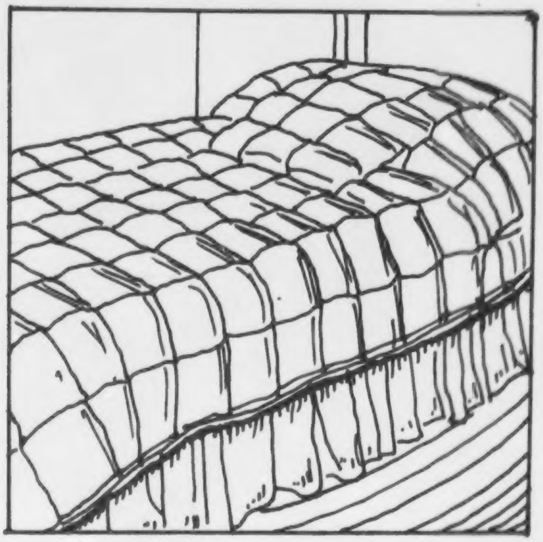
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In hanging wall accessories, the student:	Accomplished	Not Accomplished	Not Applicable
1. Gathered necessary supplies and equipment	[ ]	[ ]	[ ]
2. Used large piece of newsprint to determine pleasing, well-balanced arrangement of accessories	[ ]	[ ]	[ ]
3. Taped newsprint to wall to select location for accessories	[ ]	[ ]	[ ]
4. Marked spot for nail to hang each accessory	[ ]	[ ]	[ ]
5. Placed pieces of clear tape over marks for nails to protect the wall	[ ]	[ ]	[ ]
6. Hammered nails on downward angle through tape on marks	[ ]	[ ]	[ ]
7. Used correct procedures so that wall was free of cracks.	[ ]	[ ]	[ ]
8. Hung accessories that were steady and secure, flat to wall with no wires showing, and grouped in a pleasing design.	[ ]	[ ]	[ ]

Objective HHF 2,3 Module No. 23

Housing and Home Furnishings

MAKING A QUILT



INTRODUCTION

Quilting is the craft of stitching or sewing together two layers of fabric with a layer of filler sandwiched between them and held in place by stitched designs. Quilts are made for both practical and creative purposes. Quilts give warmth and add individuality to bedcoverings; they are often used as wall decorations, pillow tops, and other home accessories. A good way to conserve resources is to recycle fabrics by making quilts. In this module you will learn the parts of a quilt and the principles for constructing quilts by hand or machine. You will make a quilted nine-patch square suitable for use as a pillow top.

Before you start to work on this module, be sure you have completed the Modules on Elements and Principles of Design; Preparing Fabric for Laying, Cutting, and Marking; Sewing Equipment; and Machine Sewing.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Provided with materials, scissors, sewing machine, quilting attachment, thread. pins, hand sewing needles, thimble, pencil, ruler, and steam iron, make a quilt.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING A QUILT.

Your instructor will provide you with fabric scraps, backing and filler materials, scissors, ruler, pencil, steam iron, and sewing equipment and supplies. Make a nine-patch quilted square.

LEARNING ACTIVITIES

1. READ about the quilting process in a reference provided by your instructor,

   (and/or)__________________________.

2. VIEW a display of quilts,

   (and/or)__________________________.

3. READ and STUDY how to collect, select, mark, cut, and join pattern pieces of a patchwork quilt top in a reference provided by your instructor,

   (and/or)__________________________.

4. VIEW a bulletin board on ways to use patchwork quilts in decorating,

   (and/or)__________________________.

5. READ about sewing patchwork squares together by hand or machine in a reference provided by your instructor,

   (and/or)__________________________.

6. CHECK YOUR KNOWLEDGE by completing the Student Self-Check, MAKING QUILTS, p. 2,

   (and/or)__________________________.

7. READ Student Information, MAKING A NINE-PATCH QUILTED SQUARE and CONSTRUCT a nine-patch quilt square by following the steps outlined on page 4,

   (and/or)__________________________.

8. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Making Quilts

On a separate sheet of paper write the word(s) that best complete(s) the statements. Choose your answer from the following list. Check your answers with those on page 6.

top
three
accuracy
care requirement
calico
pre-wash
hand
shifting
straight
five
corners
lumps
machine
backing
weight
less
cotton blends
eight
grain
raw edges
seam
resources
wrinkles
pull
press
filler
force
muslin
gingham

No. 23

1. Some fabrics appropriate for quilting are ________ , ________ and ________ .

2. ________ and ________ all fabrics used in quilting.

3. All fabrics used in quilting should have the same ________ and ________ .

4. ________ is the key principle in quilting from marking to cutting to stitching.

5. Quilting is the art of decoratively stitching at least ________ layers of fabrics together.

6. The layers of a quilt are the ________, the ________, and the ________.

7. Decorative quilt stitching can be done by ________ or ________ .

8. As you pin and baste layers of the quilt together, press out all ________ and ________ .

9. Match ________, ________ , and ________ in quilting.

10. Cut all patterns and pieces on the _____ _____ of the fabric.

11. Set the sewing machine stitch regulator for ________ to ________ stitches per 2.5 centimeters (1 inch).

12. Adjust the pressure and tension to a little ________ than for normal sewing.

13. Generous hand basting of quilt layers together prevents them from ________ .

14. As you stitch never ________ or ________ the quilt top under the presser foot of the machine.

15. Quilting developed out of a need to conserve ________ by our ancestors.

STUDENT INFORMATION

Step-by-Step Directions for a Nine-patch Quilted Square

Before beginning Step 1, you will need to select, pre-wash, and press scraps of fabric (including fabric for backing) for a nine-patch square design.

Step 1

Trace onto paper a square that is 10 cm (4 in.) along each side, using the actual size pattern given. Then cut along tracing to make a pattern. (The seam allowance has been provided for in the pattern, so you won't have to measure for it.) See Figure 1.

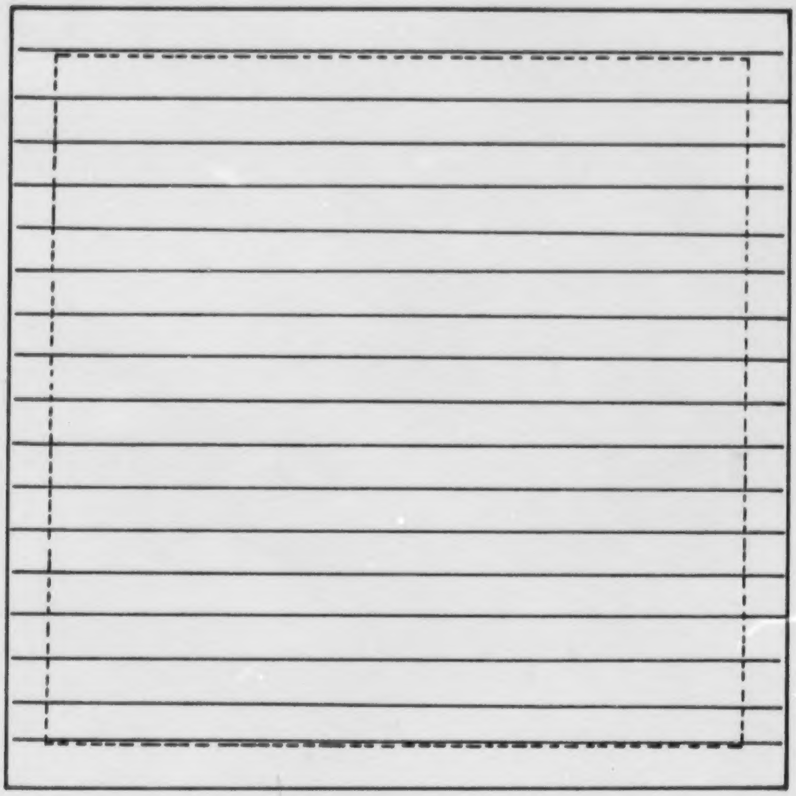


Figure 1

Step 2
Lay the pattern on a piece of cardboard, trace around it, and cut it out for a template (a pattern that is strong enough to be used over and over) to use for cutting all squares for the patchwork top.

Step 3
Place the template on the straight grain of the fabric, wrong side, single thickness. Do not use the selvage part of the fabric. Trace around it accurately with a sharp pencil, then cut it out carefully. Cut a total of nine squares, one at a time, by this method.

Step 4
Lay out the nine squares on a flat surface to create a pleasing design.

Step 5
Pin two squares together with right sides face-to-face, raw edges even with each other, and corners matched. Place pins at right angles to the raw edges so you can stitch right over them.

Step 6
Machine stitch (or this may be done with small, neat, even, hand stitches) allowing a 6.35 mm (¼ in) seam. Set a seam guide on the machine to make the correct seam size. Stitch all seams straight with the same seam allowance throughout. Use 10-12 stitches per 2.5 cm (1 in) and stitch with thread that blends with fabric. Secure threads at the ends of each seam. Stitch together all the patches of one row before starting another row. Make all the rows of the design by this method.

Step 7
Press seams open with an iron.

Step 8
Pin and stitch the rows of patches (squares) together, matching the seams, raw edges, and corners. Use the same seam allowance as above. Add rows in the above manner until the nine-patch square is completed.

Step 9
Press open the seams that connect each row.

Step 10
Compare by measuring all the squares to make sure all are the same size. Adjust, if necessary.

Step 11
Mark lightly with dotted lines for the quilting design to be stitched later when the layers are stacked together.

At this point you may wish to refer to references illustrating how to prepare, lay, and baste together the layers for quilting.

Step 12
Mark a square that is 0.305 m (12 in) on each side for the backing of the quilt. (Be sure it is marked on the straight grain of the fabric; do not use the selvage.) Then cut out the backing on the marked lines.

Step 13
Mark and cut quilt batting for a filler (same size as the backing).

Step 14
Place the filler against the wrong side of the backing and smooth it out until it is free of wrinkles or lumps. Pin and baste together from the center, working outward toward the edges and sides. Baste well enough to prevent shifting of the layers. Baste all edges also.

Step 15
Place the marked and pressed patchwork top on top of the batting, right side up. Smooth out all wrinkles and square the corners. Pin in place through all three layers, working from the center out in all directions. Space the pins about 20 cm (8 in) apart. Be sure to smooth out any lumps and wrinkles ahead of you as you work.

Step 16
Hand baste center vertical and horizontal lines first, forming a cross (+) design on the top. Baste through all three layers in all directions as shown in Figure 2. Basting rows should be about 10 cm (4 in) apart over the whole square.

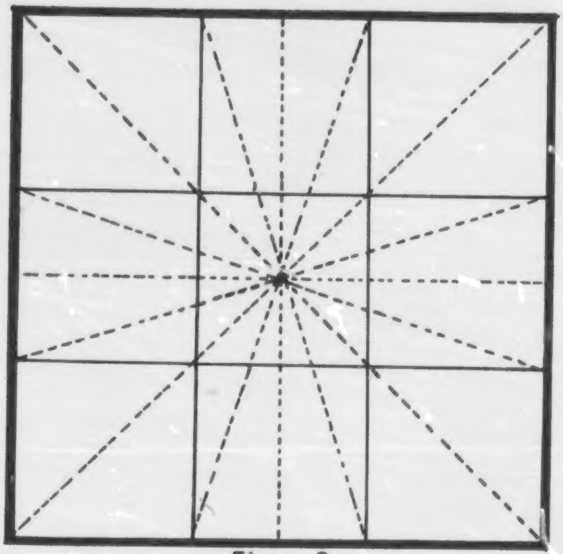


Figure 2

Step 17
Set the machine stitch at 6 to 8 stitches per 2.5 cm (1 in). Loosen the tension and pressure of the machine so it will be slightly less than for normal sewing.

Step 18
Construct a small quilt sample with a marked top, batting, and backing to test the stitch tension. Upper and lower thread should lock in the middle of the layers. Also, practice stitching on marked lines. Make any needed adjustments to the stitch.

Step 19
Sew the quilt square on the lines of the marked design from the center to the outer edge; that is, sew center rows first and then sew the others (moving outward). Don't pull or force the quilt under the presser foot. Guide it gently and stitch at a slow, even pace, exactly on the marked lines.

Step 20
Secure the threads at the beginning and end of each row of stitching.

Step 21
Return supplies to the proper place and clean the working area.

This quilted square can now be made into a pillow, or you may wish to finish the edges as shown in the references and use it for a wall hanging in your room.

STUDENT SELF-CHECK

Making Quilts

Answers

1. cotton blends, calico, gingham, etc.
2. Pre-wash, press
3. care requirement, weight
4. Accuracy
5. three
6. top, filler, and backing
7. hand, machine
8. lumps, wrinkles
9. corners, raw edges, and seams
10. straight grain
11. five, eight
12. less
13. shifting
14. pull, force
15. resources

OBJECTIVE HHF 2 & 3 MODULE No. 23

EVALUATOR'S FINAL CHECKLIST

Title: **MAKING A QUILT**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In making a nine-patch quilted square, the student:	Accomplished	Not Accomplished	Not Applicable
1. Chose fabrics appropriate for quilted square	☐	☐	☐
2. Pre-washed and pressed fabrics	☐	☐	☐
3. Cut fabrics on the straight of the grain	☐	☐	☐
4. Cut each part neatly and accurately to the specific size indicated	☐	☐	☐
5. Put right sides of squares together for stitching	☐	☐	☐
6. Matched corners exactly	☐	☐	☐
7. Kept raw edges of seam together	☐	☐	☐
8. Used recommended seam allowance	☐	☐	☐
9. Used proper length and type of stitch	☐	☐	☐
10. Smoothed all tucks and pleats out of fabric	☐	☐	☐
11. Stitched straight seams	☐	☐	☐
12. Secured threads at both ends of seams	☐	☐	☐
13. Matched seams of squares when making rows of patchwork	☐	☐	☐
14. Pressed seams open	☐	☐	☐

OBJECTIVE HHF 2 & 3 MODULE No. 23

EVALUATOR'S FINAL CHECKLIST

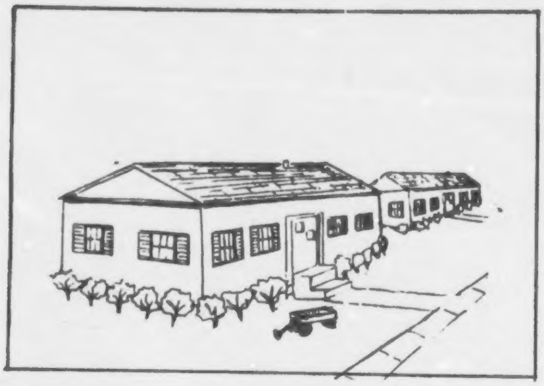
Title: **MAKING A QUILT, Continued**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
15. Made all patches of the square exactly the same size and maintained grainline	☐	☐	☐
16. Marked lightly and accurately an appropriate design on the patchwork top	☐	☐	☐
17. Layered batting on top of wrong side of backing	☐	☐	☐
18. Smoothed batting and backing until free of lumps and wrinkles	☐	☐	☐
19. Combined layers of quilt top in correct order	☐	☐	☐
20. Matched layer edges and corners exactly	☐	☐	☐
21. Quilted decorative design along markings on quilt top	☐	☐	☐
22. Secured threads at ends of rows of decorative stitching	☐	☐	☐
23. Trimmed bulk from seams	☐	☐	☐
24. Finished edges neatly and attractively	☐	☐	☐

Housing and Home Furnishings

FILING FOR HOMESTEAD EXEMPTION



INTRODUCTION

As an individual grows older and begins to envision the reality of retirement and reduced income, it is important to understand the benefits available to senior citizens. One of these benefits which many states offer, is the Homestead Tax Exemption. In South Carolina, the first $15,000 (this figure increases as the General Assembly deems necessary) of the fair market value of the dwelling place of citizens 65 or older is exempt from property taxes. This means that older citizens are excused from paying taxes on the first $15,000 of the value of their home.

For example, Mary and Glenn Stevens own a home valued at $25,000. With the homestead exemption, they pay taxes only on the remaining $10,000 value of their home. This savings applies to their permanent home (legal residence) only. They may not apply this exemption to their beach house because it is not their permanent home. In this module, you will learn how to file for a homestead exemption in South Carolina.

OBJECTIVE

Given a case study and an application form for tax exemption, file for homestead exemption.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, FILING FOR HOMESTEAD EXEMPTION.

Your instructor will give you a case study and an application form for tax exemption. File for a homestead exemption.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)____________________________ .

2. CHECK your knowledge by completing Student Self-Check, TERMS TO KNOW, p. 3.

3. STUDY Student Information, FILING FOR HOMESTEAD EXEMPTION, p. 3,

   (and/or)____________________________ .

4. CHECK your knowledge by completing Student Self-Check, FILING FOR HOMESTEAD EXEMPTION, p. 6.

5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

Exemption — An amount set each year by the General Assembly for elderly, disabled, or blind persons to reduce the property taxes on their permanent homes.

Fee Simple — Legal title to property.

Life Estate — Right to property during the lifetime of the tenant.

Joint Ownership — More than one owner's name on title (For example, husband and wife).

Proof of Age — Document showing date of birth (For example, birth certificate or medicare/medicaid card).

Assessment — Value of property.

Dwelling Place — Legal residence; permanent home.

Municipality — City

Property Taxes — Taxes levied on real or personal property.

STUDENT SELF-CHECK

Terms to Know

Using a separate sheet of paper number 1-9. Place the letter to the right of the number indicating the definition which matches each term. Check your answers with those on page 7.

Terms

1. municipality
2. assessment
3. fee simple
4. homestead exemption
5. life estate
6. proof of age
7. dwelling place
8. property tax
9. joint ownership

Definitions

A. Legal title to property

B. Amount set by General Assembly for elderly, disabled, or blind persons to reduce the property taxes on their homes.

C. More than one owner

D. Value of property

E. City

F. Tax levied on real or personal property

G. Document showing date of birth

H. Right to property for a lifetime

I. Legal residence

STUDENT INFORMATION

Filing for Homestead Exemption

South Carolina's Homestead Tax Exemption Law states that the first $15,000 of the fair market value of a home owned by persons age 65 or older is exempt from county, municipal, school, and special assessment real estate property taxes. Persons who are classified as legally blind or permanently disabled are also eligible for this exemption, regardless of age.

To apply for this exemption, an individual must provide the County Auditor with the following information before May 1 each year:

1. Applicant's name, birth date, (must show proof of age), and social security number
2. Location of dwelling
3. Type of property: commercial, multi-dwelling, etc.
4. Type of title: fee simple, life estate, or jointly owned
5. Owner of land (if not applicant)
6. Name and social security number of spouse or other qualified owner(s) (if applicable)
7. Within or outside corporate limits
8. Name of municipality

Study the completed sample application on page 5.

In order to remain eligible for this exemption, the individual must submit a Certificate of Renewal for Homestead Exemption. This may be sent through the mail annually. Study the completed, sample certificate on page 6.

The requirements for filing for the homestead exemption include:

AGE: Individuals who reach the age of 65 on or before December 31 of the preceding tax year in which the exemption is claimed are eligible. When property is jointly owned, an individual may apply whenever one of the partners reaches age 65. A surviving spouse who was age 50 or older is eligible at the time of death of the other spouse, provided the deceased spouse was eligible at the time of death. A birth certificate or medicare/medicaid card is an acceptable proof of age document.

RESIDENCY: Applicants must be residents of South Carolina for at least one year prior to the year in which the exemption is claimed. When property is jointly owned, either party must have been a one-year resident.

OWNERSHIP: Property must be owned in fee simple or life estate. Mortgages or other liens do not disallow this exemption. Individuals who qualify and own a home or mobile home on rented land are eligible even if the landlord becomes owner of the home at the end of the lease.

TAXES: In South Carolina all real property taxes must be paid by March 15 for the year in which the exemption is claimed, or an individual will lose the Homestead Exemption. Due dates of taxes vary from county to county.

State of South Carolina
Earle E. Morris, Jr.
Comptroller General

APPLICATION FOR HOMESTEAD EXEMPTION

CONTROL NO. ____________

DATE OF APPLICATION 4/1/80

APPLICANT'S NAME AND ADDRESS

Glenn Stevens
701 S. Walnut
Seneca, SC 29678

BIRTH DATE 2/1/14

SOCIAL SECURITY NUMBER 322-31-2131

IF PROPERTY IS JOINTLY OWNED PLEASE COMPLETE THE FOLLOWING INFORMATION

NAME Mary — SPOUSE YES ☒ NO ☐

BIRTH DATE 5/13/19

SOCIAL SECURITY NUMBER 411-31-7181

LOCATION OF DWELLING 701 S. Walnut — IS THIS YOUR PERMANENT HOME? YES ☒ NO ☐

IS THERE ANY COMMERCIAL PROPERTY OR MULTI-FAMILY DWELLING ON THIS PROPERTY? YES ☐ NO ☒ — IS THIS A MOBILE HOME? YES ☐ NO ☒

HAS THIS PROPERTY BEEN LEASED OR RENTED IN THE PAST YEAR OR WILL IT BE LEASED OR RENTED DURING THE YEAR FOR WHICH THE HOMESTEAD IS CLAIMED? YES ☐ NO ☒

DOES THE APPLICANT OWN COMPLETE FEE SIMPLE TITLE OR LIFE ESTATE ON LAND WHICH DWELLING IS LOCATED? YES ☒ NO ☐

IF ANSWER IS "NO" NAME OWNER OF SUCH LANDS: ____________

IS THIS DWELLING LOCATED WITHIN THE CORPORATE LIMITS OF A MUNICIPALITY? YES ☒ NO ☐ — IF YES, NAME OF MUNICIPALITY: Seneca

I (we) do hereby certify under penalty of perjury that the above information is true and correct, and that I (we) have been a resident of South Carolina for one year as of 31 December last, and that the above identified property is my permanent home and legal residence, and I am entitled to the Homestead Exemption; and further that I (we) have not applied for such exemption in any other county or state.

SOURCE OF PROOF OF AGE: ☐ MEDICARE MEDICAID CARD ☒ BIRTH CERTIFICATE

TYPE OF DISABILITY: ☐ BLIND ☐ DISABLED ☐ OTHER ____________

Glenn Stevens
SIGNATURE OF APPLICANT (OR AGENT)

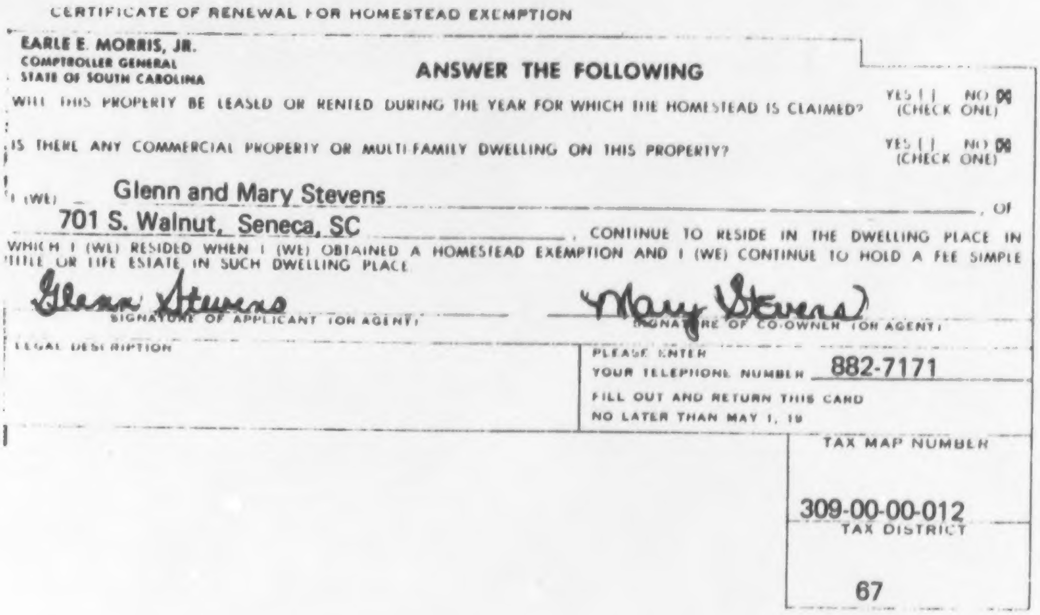
FOR OFFICE USE ONLY

I certify that the applicant named above is entitled to the Homestead Tax Exemption and, further that the County Treasurer shall use this certificate as authorization to abate the amount of the homestead taxes allowed by statute.

COUNTY AUDITOR ____________ DATE ____________

Homestead Exemption Application Number ____________

COMPTROLLER GENERAL



CERTIFICATE OF RENEWAL FOR HOMESTEAD EXEMPTION

EARLE E. MORRIS, JR.
COMPTROLLER GENERAL
STATE OF SOUTH CAROLINA

ANSWER THE FOLLOWING

WILL THIS PROPERTY BE LEASED OR RENTED DURING THE YEAR FOR WHICH THE HOMESTEAD IS CLAIMED? YES ☐ NO ☒ (CHECK ONE)

IS THERE ANY COMMERCIAL PROPERTY OR MULTI-FAMILY DWELLING ON THIS PROPERTY? YES ☐ NO ☒ (CHECK ONE)

I (WE) Glenn and Mary Stevens, OF 701 S. Walnut, Seneca, SC, CONTINUE TO RESIDE IN THE DWELLING PLACE IN WHICH I (WE) RESIDED WHEN I (WE) OBTAINED A HOMESTEAD EXEMPTION AND I (WE) CONTINUE TO HOLD A FEE SIMPLE TITLE OR LIFE ESTATE IN SUCH DWELLING PLACE

Glenn Stevens
SIGNATURE OF APPLICANT (OR AGENT)

Mary Stevens
SIGNATURE OF CO-OWNER (OR AGENT)

LEGAL DESCRIPTION

PLEASE ENTER YOUR TELEPHONE NUMBER 882-7171

FILL OUT AND RETURN THIS CARD NO LATER THAN MAY 1, 19

TAX MAP NUMBER
309-00-00-012

TAX DISTRICT
67

STUDENT SELF-CHECK

Filing for the Homestead Exemption

Using a separate sheet of paper, number 1-10. To the right of each number write the word or words which best completes each statement. Check your answers with those on page 7.

1. In South Carolina, the 1980 exempted amount is ($2,000, $15,000).
2. Those who are eligible for the homestead exemption include the (blind, veteran).
3. If Glenn Stevens dies at age 66, his wife Mary, age 61 (is, is not) eligible for the Homestead Exemption.
4. An appropriate proof of age includes a (medicare card, Social Security card).
5. Individuals who own a home on leased land (are, are not) eligible for the Homestead Exemption.
6. Margaret Ellis, an out-of-state resident, age 65, (is, is not) eligible for the Homestead Exemption.
7. If a person, age 67, holds a mortgage on his/her home, he/she (is, is not) eligible for the Homestead Exemption.
8. (No, All) property taxes need to be paid by March 15 of the current year, in order to retain the Homestead Exemption.
9. The Certificate of Renewal must be returned by (March 15, May 1) each year in order to continue the exemption for that year.
10. The Homestead Exemption is based on the (fair market value, appraised value) of the home.

STUDENT SELF-CHECK

Terms to Know

Answers

1. E
2. D
3. A
4. B
5. H
6. G
7. I
8. F
9. C

STUDENT SELF CHECK

Filing for Homestead Exemption

Answers

1. $15,000
2. blind
3. is
4. Medicare Card
5. are
6. is not
7. is
8. All
9. May 1
10. fair market value

CHECK-OUT ACTIVITY

Case Study

Read the following case study information and complete the Application for Homestead Exemption. Your instructor will rate your performance.

Andrea and Robert Gleason reside at 213 North Witworth Street in Greenville, South Carolina. Robert retired at age 65 last year and wants to file for the Homestead Exemption in 1980. Use the following information to complete the application form.

Name	Age	Social Security No.	Birthday
Andrea	60	377-19-2181	3/7/20
Robert	66	271-65-7192	1/17/14

House: 20 years old, brick, within the city limits; no commercial or multi-purpose dwellings. Jointly-owned, fee simple title; appraised value is 30,000.

Proof of Age: Birth Certificate

OBJECTIVE MFE 11 MODULE No. 24

EVALUATOR'S FINAL CHECKLIST

Title: **FILING FOR HOMESTEAD EXEMPTION**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

When filing for homestead exemption, the student:	Accomplished	Not Accomplished	Not Applicable
1. Secured application for homestead exemption	☐	☐	☐
2. Completed application form with 100% accuracy	☐	☐	☐
3. Filed form with appropriate office on or before deadline date (May 1)	☐	☐	☐
4. Noted allowance for exemption in tax file	☐	☐	☐

Housing and Home Furnishings

SELECTING FURNITURE FOR THE HOME

INTRODUCTION

Buying furniture is a large expenditure in any family budget. In selecting furnishings, careful consideration must be given to needs, interests and tastes of individuals and family members. A home that is carefully furnished will be attractive and comfortable and provide lasting satisfaction to family members. In this module you will learn how to select household furnishings.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a case situation showing family needs for household furnishings, a specific budget amount, access to interior design materials, consumer reference materials, catalogs and newspapers, select the household furnishings.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Instructor's Final Checklist, SELECTING FURNITURE FOR THE HOME.

Your instructor will provide you with a case situation showing family needs for household furnishings, a specific budget amount, access to interior design materials, consumer reference materials, catalogs and newspapers. Select the household furnishings.

LEARNING ACTIVITIES

1. READ about selecting furniture in one reference provided your instructor,

   (and/or)______________________________.

2. READ and STUDY Student Information, ANALYZE FURNITURE NEEDS, p. 2,

   (and/or)______________________________.

3. READ and STUDY Student Information, JUDGING QUALITY APPEARANCE AND FUNCTION OF FURNITURE, p. 3,

   (and/or)______________________________.

4. READ and STUDY Student Information, BUDGET AND SHOPPING SKILLS, p. 4,

   (and/or)______________________________.

5. VISIT at least three furniture stores and OBSERVE different types of furnishings available. LIST a description and the price of basic furniture pieces for one room. COMPARE quality and prices from each store,

   (and/or)______________________________.

6. CONSULT furniture catalogs and newspapers for availability and price range of furnishings for one room,

   (and/or)______________________________.

7. LISTEN to a talk by an interior design person explaining services offered and fees charged,

   (and/or)______________________________.

8. COMPLETE Student Self-Check, GUIDES FOR FURNITURE SELECTION, p. 7.

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Analyze Furniture Needs*

Whether furnishing one room or an entire house, many basic interior decorating principles are the same. Needs, interests and tastes tend to change as individuals and families move from one stage in life to the next. Furnishings should be planned around the family needs and the available space.

Most rooms will need to be planned and furnished to meet several needs or activities. A list of activities should be made for each room. This will be helpful in deciding what furniture is needed. It will also help to determine the general mood or theme to be expressed in the room. Is it to be formal or informal? Will it express the family's interests, hobbies, or the way they entertain? The more carefully these factors are considered, the more successful the plan will be.

Select furniture to make space both useful and beautiful. When space is limited, planning for efficiency is particularly important.

A scaled drawing is worth many times the small effort it takes to make. A good scale to work with is 6.35 mm = 0.305 m (¼ in = 1 ft). Draw each room. Show locations of doors, windows, electrical outlets and other built-in details that will affect furniture placement.

The next step is to draw a scale pattern, called a template, of each piece of furniture. First, place the larger pieces of furniture already on hand (if any). Then fit in smaller supporting pieces, and make templates for pieces that need to be added. It is easy to move the templates around, add and/or remove pieces, until a satisfactory furnishings plan is achieved.

Make a complete inventory of pieces of furniture on hand. Then, list pieces that have to be purchased. If the list is long, most families have to make a buying plan to spread the purchases over a period of three to five years. Families rarely have large sums of money set aside for cash purchases, but most can budget for some furnishings each year. The important thing is to select, from the beginning, furniture that meets a present need, as well as being adaptable for use in years ahead!

*Adapted from Begin with a Plan. Clemson University Extension Service, HF Leaflet 110, June 1977.

STUDENT INFORMATION

Judging Quality Appearance and Function of Furniture*

Quality of furniture depends not only on quality ingredients, but also on the way these materials are combined and applied within the completed piece of furniture. Today there is a wide range of construction methods used that vary from custom-order hand crafting to complete mechanization for mass production.

For furniture to add beauty to a home, it must be of good design and appropriate for the space where it will be placed. Well-designed furniture (1) is ageless, (2) can be used in many settings, (3) serves its purpose gracefully, and (4) has pleasing lines and proportions. Decoration, if any, looks like a part of the design, rather than added unnecessarily. Well-chosen furniture is flexible and adaptable to different situations and uses; it is also easy to care for.

Furniture that is well constructed and finished lasts well and should look good as long as it lasts. Furniture should be checked to see that it is sturdily made. Put pressure on one side of storage pieces and tables, the head or foot of beds, on the backs of chairs, and shake or twist them to see that they rest firmly on the floor.

Examine furniture to see if parts are securely joined, if movable parts fit well and operate easily. Check to see that covers fit neatly and securely. These visible details are usually indications of the quality of inside construction. Here are some construction features to look for in wood furniture:

1. Mortise and tenon or double dowel joining is necessary to hold outer frame securely.
2. Triangular-shaped corner blocks should be used to reinforce joints where rigidity is important. They should be glued and fastened with screws.
3. All four corners should have interlocking dovetail joints. See Figure 1.

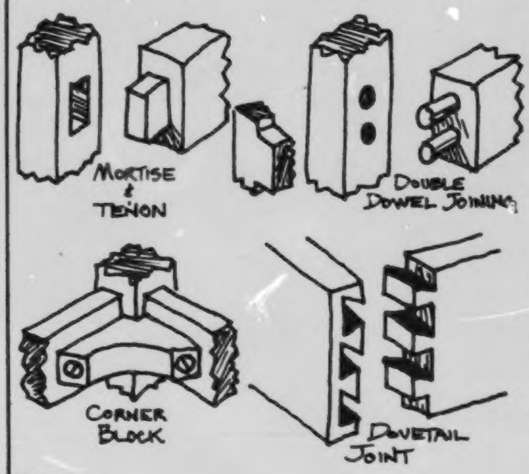


Figure 1

Examine the finish of wooden parts of furniture in a good light to see if it is even and smooth. Insides of drawers and backs of quality furniture are also smooth and finished. Well-constructed furniture is labeled. The manufacturer who makes quality furniture is proud to identify and stand behind the product. The label should provide information about the wood or other materials used in the piece of furniture.

There is no need to be confused by the emphasis placed on different styles of furniture in today's market. Very few homes are furnished by hard and fast rules. One of the easiest ways to learn what can be successfully combined is to separate furniture into two basic classes: heavy and light. It is easy to recognize that certain pieces of furniture look heavy while others have a feeling of lightness. Any piece that falls within one class will automatically harmonize with another from the same category, since both pieces share common traits.

Once these broad classifications are recognized, it is time to look at details such as straight and curved silhouettes, plain and ornamented surfaces. Then the same principle for combination applies.

This rule should not be followed too closely or it will lead to monotony. The present trend is to let one style predominate, and use other styles to add interest and variety.

A short study of furniture styles is usually enough for a beginner to learn how to group pieces that look well together; to recognize what coordinates and to select the style best suited to the family's way of life.

Function in furniture means the piece must serve its intended use. Some major functional requirements are:

1. Comfortable, supporting chairs for family members, since height, weight, and proportions usually vary.
2. Additional seating provided to accommodate guests.
3. Beds long and wide enough for family members.
4. Storage pieces correct in size, shape and quantity for storing varied possessions of family members.
5. Tables for the various purposes of writing, eating, reading, pursuing hobbies, or keeping conveniences such as lamps, books, and ash trays close at hand.

If space is limited or the family is temporarily situated, consideration should be given to dual purpose furniture, such as sofa beds and extension tables.

STUDENT INFORMATION

Budgeting and Shopping Skills

Decide on Furniture Budget*

A family's income, size of house, size of family, stage in family cycle, family's values and goals all influence the furnishings budget. The amount of money a family has to spend for furniture will vary from family to family, and must be determined on an individual basis. There is no rule of thumb that can be applied to all situations, but some authorities suggest that an amount equal to one-fourth the cost of the house or an amount equal to one-half the year's income should be allowed for furnishings. If income fluctuates, use an average of income over a period of several years. Most families must budget such a large investment over a period of years.

The logical approach to acquiring furniture is to invest the largest sum possible in those items that receive the hardest wear and are of a more lasting nature, such as a sofa, upholstered chair, chest of drawers, bedsprings and mattresses. Spend lesser amounts on accessory furniture that goes in and out of fashion more quickly.

Divide the budget between the number of rooms that are to be done. This does not mean dividing it evenly as some rooms will require more than others. The living room, for instance, is used and enjoyed by all family members and friends and should be as attractive and comfortable as possible. Often in setting up a first home, the young couple's spending is concentrated on a few good pieces for the living room and master bedroom. Furniture for other rooms, rugs and draperies are planned for and purchased as finances permit.

For families in general, the amount allowed for the living room ranges from 30 to 40% of the furnishings budget. The dining space may be given 15 to 20%; the master bedroom from 15 to 20%; a child's bedroom 10 to 15%; and a third bedroom or guest room 10 to 15%.

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*Adapted from Whatever Your Taste – Stop, Look and Listen, HF Leaflet 123, September 1974; Buying Case Goods, HF Leaflet 113, July 1979; Begin With a Plan, HF Leaflet 110, June 1977; Clemson University Extension Service, Clemson, SC.

Develop Shopping Skills

Shopping skills that assist in getting the most for the furnishings dollar can be developed. Before making any purchase, visit furniture displays in several large stores to get ideas of pieces that are available and the price ranges. Be sure to measure pieces that you are interested in so they can be worked into the floor plan later.

Make a description and price list of pieces of furniture that are needed. Look at several different price ranges and compare quality of the pieces as well as price. Get at least two (or more) prices for each piece that is being considered as a purchase. This is a good way to stay within the amount budgeted. (See sample shopping list at end of this information sheet.)

Gather helpful information about the items on the shopping list. Furniture labels should supply many useful facts. Look for written guarantees and warranties.

Shop in stores that provide the goods and services needed at an affordable price. Find out about delivery, installation, servicing and adjustments for unsatisfactory service.

There are some families who move often. An important consideration for them is to furnish a home attractively and comfortably with things which can be moved around easily. Pieces should be selected that are dual purpose and flexible enough to fit into different settings. Sofa-beds, extension tables and storage units are good choices. Modular furniture ("stacking" furniture which is designed to fit rooms of different sizes and uses) is a good choice, too.

Sometimes it is possible to find good furniture buys at second-hand stores, auctions and some of the less expensive antique shops. With some understanding of good design and furniture construction, some beautiful and useful pieces may be acquired this way.

*Adapted from Tailor the Home to the Family, Clemson University Extension Service, HF Leaflet 122, May 1978.

No. 25

Furniture Shopping List				
Item	Store	Color & Style	Size	Price

STUDENT SELF-CHECK

Guides for Furniture Selection

On a separate sheet of paper number from 1-10. Write the letter of the correct answer or answers for each question by the appropriate number. Check your answers with those on page 8 .

1. When selecting furniture it is important to consider:

   a. the styles of furniture your neighbors have
   b. needs of family members
   c. price of furniture alone

2. Select furniture to make space:

   a. both useful and beautiful
   b. look beautiful regardless of usefulness
   c. useful without regard to beauty

3. A scale pattern drawing of a piece of furniture is called a:

   a. model
   b. frame
   c. template

4. To be sure of getting good quality when shopping for furniture, you should:

   a. read the labels
   b. select the most expensive models
   c. go to only one good store

5. Well chosen furniture is:

   a. suited for one purpose
   b. flexible
   c. highly decorated

6. Quality furniture is securely joined by:

   a. heavy nails and brads
   b. a butt or mitered joint
   c. dovetail or double dowel joint

7. One of the easiest ways to combine styles of furniture is to divide pieces into basic classes of:

   a. dark and light
   b. heavy and light
   c. old and new

8. Comfortable supporting chairs for family members is a/an:

   a. design principle
   b. aesthetic requirement
   c. functional requirement

9. The amount suggested by some authorities as being a good rule of thumb for budgeting for furniture:

   a. one-fourth the cost of the house
   b. one-fourth the year's income
   c. one-half the cost of the house

10. For families who move often, these characteristics are important when selecting pieces of furniture:

    a. multi-purpose and flexible
    b. highly decorated and beautiful
    c. high style and expensive

STUDENT SELF-CHECK

Guides for Furniture Selection

Answers

1. b
2. a
3. c
4. a
5. b
6. c
7. b
8. c
9. a
10. a

No. 25

CHECK-OUT ACTIVITY

Case Study

The Abercrombies are decorating the den which they recently finished in the basement of their bi-level home. They desire comfortable, easy-care furniture that will fit their informal lifestyle. Their two children, Jane, age 16, and David, age 13, are active in both sports and academic pursuits. They entertain friends often and hope to use the den for their parties.

Kathy and Ray have two end tables that they bought at a garage sale and refinished with an oak stain. A Shaker-style, antique, oak rocker was inherited from Kathy's mother and it will be used in the new den. A black and white, portable TV will also be moved to the den. The Abercrombies need to purchase a sofa, a chair, and an all-purpose game table with four side chairs. The den floor is carpeted in a multi-shaded green-colored carpet. The den measures 3.66 x 4.57 m (12 x 15 ft), has paneled walls, white ceiling, one window 0.9 x 1.2 m (3 x 4 ft) with Southern exposure, and features a brick fireplace.

Their budget for this redecorating project cannot exceed $1,000.* Select the furnishings for the Abercrombies from the following descriptions. Use catalogs interior design materials, consumer reference materials and newspapers to help you visualize the furnishings based on the descriptions. Use the Individual Room Plan form to help you select for their needs. The Final Furniture Selection form should be used to justify your selections.

	Item Description	Cost
A.	Sofa — velvet upholstered in green, gold, or orange colors	$600
B.	Sofa — colonial, patchwork design with maple trim in gold or brown colors	$470
C.	Sofa - Early American plaid, overstuffed design in tapestry fabric in gold, green, and blue colors	$400
D.	Sofa — leather-look vinyl with button-tufted cushions	$280
E.	Chair — beanbag, fur or vinyl in green, gold, or yellow colors	$ 25
F.	Chair — rattan peacock	$110
G.	Chair — director-styled in blue, brown, orange, tan or green	$ 25
H.	Swivel rocker — velvet upholstery with cocoa, orange, or green color	$140
I.	Chair — Brocade with traditional styling in green or gold colors	$140
J.	Chair — contemporary design with oak frame in stain-resistant, natural, woven colors	$170
K.	Game table - Early American, oval with maple stain	$ 90

No. 25

	Item Description	Cost
L.	Game table — parson's design, rectangular, with planked pecan finish in vinyl laminate	$ 65
M.	Game table - modern, rectangular design with brass-plated frame and tempered glass top	$ 85
N.	Game table — solid oak frame with polyurethane finish	$ 95

No. 25

INDIVIDUAL ROOM PLAN

ROOM DESCRIPTION

Size____________________
Exposure____________________
Walls____________________
Ceiling____________________
Floor____________________
Windows - No.____________________
sizes____________________
Special Features____________________

USABLE FURNISHINGS NOW OWNED	Color-Pattern	Material	Style

FURNISHINGS NEEDED	Color-Pattern	Material	Style	Est. Cost

No. 25

Final Furniture Selection

Item	Cost	Reason for Selecting

OBJECTIVE MFE 39 MODULE No. 25

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING FURNITURE FOR THE HOME**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In selecting household furnishings, the student:	Accomplished	Not Accomplished	Not Applicable
1. Developed a plan for the area with consideration for:			
a. size of area	☐	☐	☐
b. family activities and interests to be accommodated	☐	☐	☐
2. Made list of pieces of furniture to be purchased	☐	☐	☐
3. Selected furnishings which solved the problems stated in the case study and were within the specified budget amount.	☐	☐	☐

Objective HHF 17 Module No. 26

Housing and Home Furnishings

ARRANGING FURNITURE

INTRODUCTION

The way furniture is arranged determines the final appearance, comfort, and convenience of any home. Furnishings should be arranged according to principles of good design to provide the best use of space in the room. In this module you will learn how to arrange furniture to serve the functional purposes of safety, security and convenience while satisfying aesthetical needs for comfort and beauty.

Before you start to work on this module, be sure you have completed Module No. 16, RECOGNIZING ELEMENTS AND PRINCIPLES OF DESIGN.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given an identified functional need and a case situation requiring arrangement of specific items of furniture, arrange the furniture.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ARRANGING FURNITURE.

Your instructor will provide you with a case situation which includes room size, windows, exits, locations of closets and/or other structural features of a room and a functional need requiring arrangement of specific items of furniture. Using the furniture cut-outs and the room plan graph as guides, plan a suitable arrangement for the room.

LEARNING ACTIVITIES

1. READ about arranging furniture in two references provided by your instructor,

   (and/or)____________________.

2. READ and STUDY Student Information, ARRANGING FURNITURE, p. 3 ,

   (and/or)____________________.

3. IDENTIFY and DISCUSS in a small group the activity areas that are needed in living rooms, dining rooms, and bedrooms,

   (and/or)____________________.

4. READ and STUDY Student Information, PRINCIPLES OF ARRANGEMENT, p. 5 ,

   (and/or)____________________.

5. REVIEW the principles of furniture arrangement. FIND and LABEL pictures which show examples of these four principles.

   (and/or)____________________.

6. VISIT furniture stores or designer showrooms to LOOK at room arrangements and furniture groupings. IDENTIFY at least one functional grouping you observed for living room, dining room, and bedroom areas,

   (and/or)____________________.

7. DISCUSS the functional groupings you observed in Learning Activity No. 6 with another member of your class. Decide if your observations were accurate,

   (and/or)____________________.

8. READ and STUDY Student Information, SPACE NEEDS, p. 6 , and PLAN ON PAPER, p. 7 ,

   (and/or)____________________.

9. Select pictures of three different kinds of rooms and rate the rooms using Student Information, FURNITURE ARRANGEMENT CHECKLIST, p. 8. Your instructor will provide you several pictures of rooms from which you may choose.

   (and/or)____________________.

10. VIEW a filmstrip on arranging furniture provided by your instructor,

    (and/or)____________________.

11. STUDY Student Information, GOOD DESIGN IN ARRANGEMENT, p. 9 ,

    (and/or)____________________.

12. STUDY Student Information, SAMPLE ROOM ARRANGEMENT PLANS, p. 10 ,

    (and/or)____________________.

13. COMPLETE Student Self-Check, ARRANGING FURNITURE, p. 11 ,

14. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

No. 26

STUDENT INFORMATION

Arranging Furniture

Regardless of the size of a room, the way furniture is arranged is important to safety, comfort, convenience, and attractiveness.

Along with the wall and ceiling treatment, the arrangement of furniture can affect the apparent size and shape of the room, its liveability, usefulness, charm, and character.

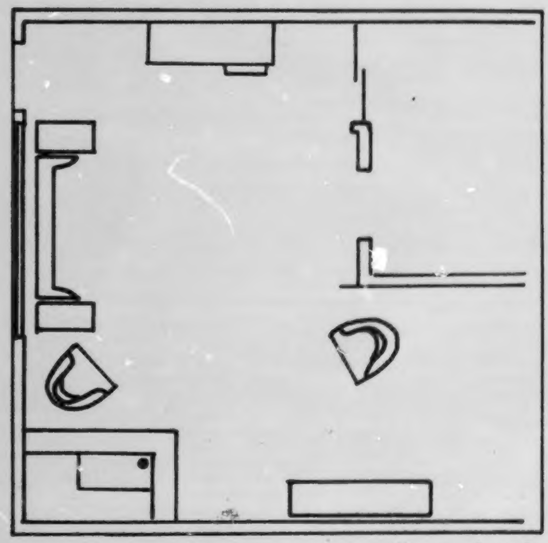


Illustration A

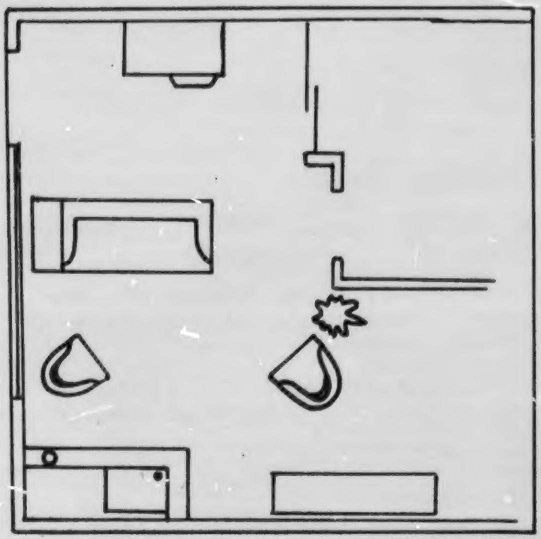


Illustration B

The arrangement of furniture can create an illusion: a room may appear long or short, or less square; a wall may appear long, or short, or tall; a piece of furniture may be made to appear large or small. The placement of the sofa in Illustration B divides the space into parts giving the appearance of less length. This arrangement also produces a more effective conversation grouping.

Furnishings should be arranged to provide the best use of available space in each room. This is a matter of properly coordinating furnishings with family activities and the floor space in each room.

Consider the following questions when developing a room plan:

1. What is the purpose of the room?
2. What are the needs and interests of the people who will use the room?
3. What activities will be carried on; conversation, eating, sleeping, viewing T.V., playing cards or other games, listening to records, studying, reading, sewing, children playing, etc.?
4. What furniture is needed for these activities?
5. What furnishings are available that can be used?

6. What storage facilities are needed?

7. Where will the traffic lanes be?

A room that is correctly arranged will follow the basic principles of good design. It should be well balanced; furniture grouped together should be in scale; and, the whole room should give an effect of harmony and beauty.

STUDENT INFORMATION

Principles of Arrangement

There are four main principles of arrangement to keep in mind when arranging furniture. These include traffic lanes, furniture groupings, a spacious look, and the center of interest.

Traffic lanes – Keep traffic lanes open. The paths that people take when walking through a room form the traffic pattern. Major conversation groups should be placed so that they are not disturbed by traffic.

It is sometimes possible to arrange furniture to redirect traffic and to make the room more useable and interesting. Illustration B is a much better arrangement than A because the traffic lanes are kept open.

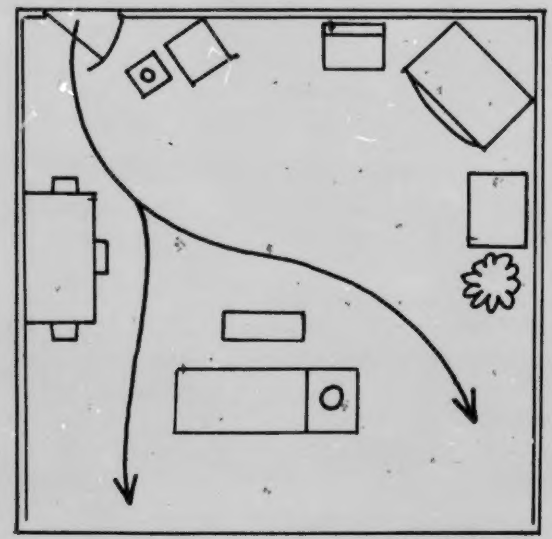


Illustration A

Passing between furniture comfortably requires a 75 cm (30 in.) traffic lane. Around doorways, allow space for several people. A space of 1.22 to 1.83 meters (4 to 6 ft.) is needed for major traffic paths.

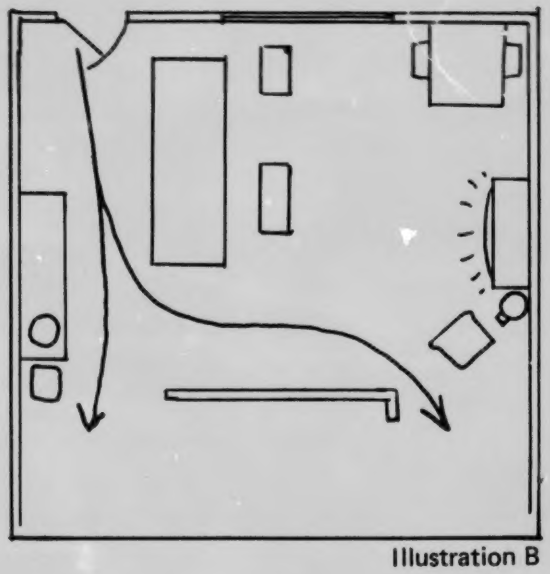


Illustration B

Furniture groupings – Combine furniture in groups for convenience, based on activities. It should be grouped according to the way it will be used.

Comfortable chairs and a sofa grouped in a semi-circle are comfortable for conversation. In the living room you will want other groupings for reading, writing, enjoying music, watching T.V., etc. See illustration C. Activities that require a good light should be planned with this in mind.

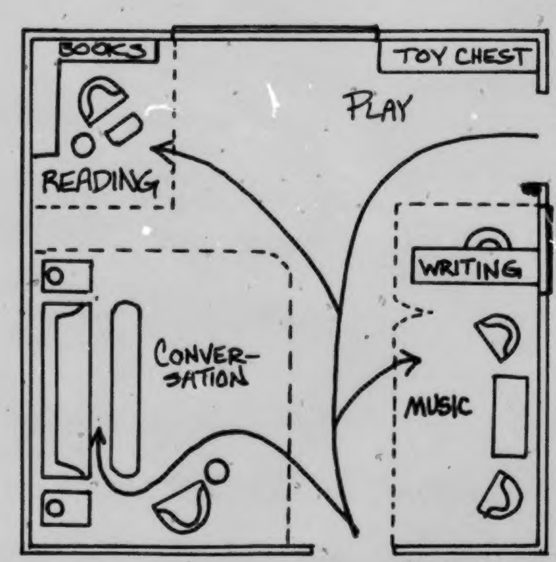


Illustration C

In the bedroom you should provide a comfortable sleeping arrangement, facilities for dressing, a place to study, and perhaps a grouping for listening to music or enjoying a hobby.

In the dining room, provide a convenient grouping for table and chairs with ample room to move around the furniture. Storage space should also be provided for dishes, silverware and table linens.

Place furniture so that it will not interfere with the architectural or mechanical features of the room. These include the swing of the doors, the opening of the windows, and the operation of electrical heating or cooling devices. This is important for safety reasons as well as convenience.

A spacious look -- Plan to have the room look as spacious as possible. Even a small room can be made to appear larger by the right selection and arrangement of furnishings.

For a more spacious look, use furniture that is small in size and scale. It should be no larger than is necessary for comfort and use.

Arrange furniture in compact, useful groups. Keep the center of the room and the space in front of large windows open.

Limit the number of pieces of furniture to those really needed.

Put heavy furniture against the walls and back in corners (but not across corners).

Avoid too many small accessories. A large mirror can be artfully hung to increase the apparent size of the room.

Center of interest — Each room should have a center of interest or focal point, around which the rest of the room is planned and arranged. It may be the fireplace, window area, a hobby collection, bookshelves, or a beautiful piece of furniture. Other furnishings should be arranged to draw attention to the center of interest.

STUDENT INFORMATION

Space Needs

Every family has a different lifestyle and pattern of living. There are no hard and fast rules for allowances of space which can apply to all families. There are, however, some basic guidelines that will help in the placement of furniture.

Allow ample space for people to move around easily within the room and to use the furniture with convenience. If you allow enough space for use and cleaning, there will be little need for moving furniture to fit activities. Here are some space needs you should check carefully.

Living area
Major traffic path — 1.22 to 1.83 meters (4 to 6 ft.)
Minor traffic path — .4575 to 1.22 meters (1½ to 4 ft.)
Floor space in front of chair or sofa — .4575 to .7625 meters (1½ to 2½ ft.)
Seating space at desk — .91 meters (3 ft.)

Dining area
Table space for each adult — .61 meters (24 in.)
Space to rise from table — .81 meters (32 in.)
Space to edge past seated person — .91 meters (36 in.)
Space between table edge and wall for serving - 1.1 meters (44 in.)

Sleeping area
Space for making beds — .56 meters (22 in.)
Space in front of closet —.91 meters (36 in.)
Space for dressing — .91 meters (36 in.)
Space in front of dresser — 1.02 meters (40 in.)

Keep in mind that people are more important than furniture. Allow space and arrange furniture for people to use and enjoy. Sometimes it is best to let your common sense and experience be your guide.

STUDENT INFORMATION

Plan on Paper

Furniture arranging is easier if you plan on paper first. It can save you energy, time and perhaps money if you are planning to make furniture purchases.

Floor space is already determined to a certain degree by partitions and architectural features of the room. The task in arranging furniture is to further organize this space to suit the activities that will take place in each room.

Use graph paper or measure and draw the room to scale, allowing 1.27 centimeters (½ in.) per 30 centimeters (1 ft.). Be sure to indicate the room details, such as doors, windows, fireplace, closets, etc.

Select furniture from cut-outs, using the scale 1.27 centimeters (½ in.) to equal 30 centimeters (1 ft.). You will need to measure furniture in order to select the correct size to fit the space you have.

When you have drawn the room to scale and selected appropriate-sized furniture cut-outs, you are ready to start placing the furniture in the room. Move the cut-outs around until you have the most satisfactory arrangement. Place the large pieces first and work down in size and importance to the accessories.

The conversation grouping is usually the starting point in the living area; the dining group, in the dining room; and the sleeping group, in the bedroom. Once you have successfully worked out the main arrangements, other groupings are easier to place.

Check the liveability of each group and of the whole room. Check the paths of circulation by drawing them lightly on the plan.

No. 26

STUDENT INFORMATION

Furniture Arrangement Check Sheet

Use this form to evaluate furniture arrangements.

	YES	NO
1. The most important group (fireplace, picture window, sofa) holds the spotlight and has been left open so that it can be easily viewed.		
2. Big, heavy pieces of furniture (sofa, piano, large tables, desk, etc.) are parallel with walls of the rooms, not across corners.		
3. Traffic lanes are clear so you do not have to walk around furniture when passing through the room.		
4. The main groupings are conveniently arranged for the purpose intended and are as complete as possible.		
5. There is adequate daylight and/or lamplight located in the proper places.		
6. Small pieces of furniture are placed in free and easy positions.		
7. The placement of furnishings looks balanced on all sides of the room.		
8. The distribution of tall and low furnishings is pleasing.		

STUDENT INFORMATION

Good Design in Arrangement

Design principles should always be considered in order to achieve the most pleasing effect in home furnishings. These principles are balance, proportion, rhythm, emphasis, and harmony or unity.

Balance — Heavy pieces of furniture must be distributed so that no one area is over emphasized. Grouping within the room should also balance. A combination of formal and informal balance is usually pleasing.

Scale and proportion — Each piece of furniture should be in scale and proportioned to fit the room, the other furnishings, and the space it will occupy.

Often a poorly proportioned room can be improved by the way furniture is arranged. A long, narrow room, for instance, will look better if heavier pieces of furniture are placed at the ends of the room.

Rhythm — This is the design principle that causes the eye to move smoothly around the room from one area to another. Rhythm is achieved by repetition, graduation, transition, opposition and radiation of color, pattern, line, and form.

Emphasis — Keep in mind that every room should have a focal point toward which the eye is repeatedly drawn. The focal point gives a feeling of unity and order to the room.

Harmony or Unity — In every well-designed room there must be a unifying theme that runs through all the parts, blending them together. It is a feeling that all the parts of the room belong together.

No. 26

STUDENT INFORMATION

Sample Room Arrangement Plans

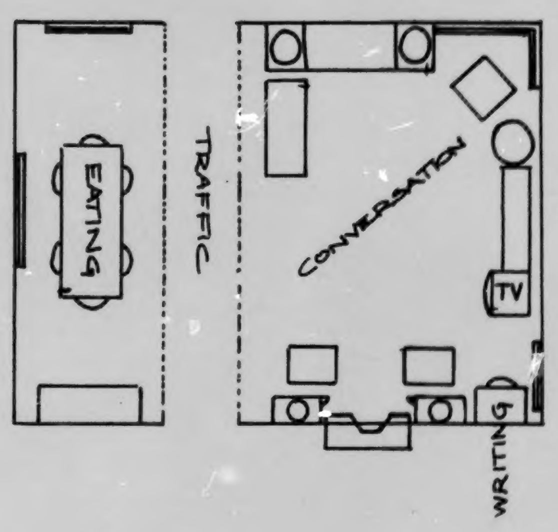

EATING
TRAFFIC
CONVERSATION
TV
WRITING

Illustration A

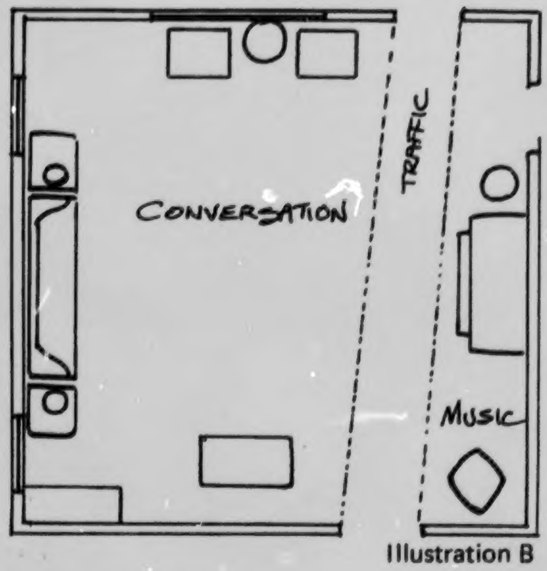

CONVERSATION
TRAFFIC
MUSIC

Illustration B

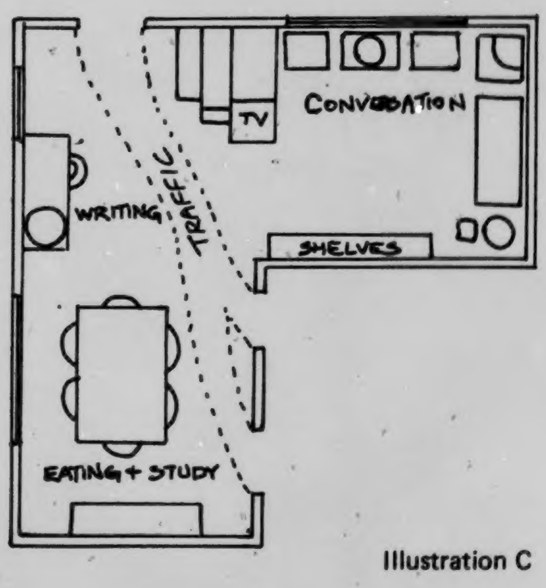

TV
CONVERSATION
WRITING
TRAFFIC
SHELVES
EATING + STUDY

Illustration C

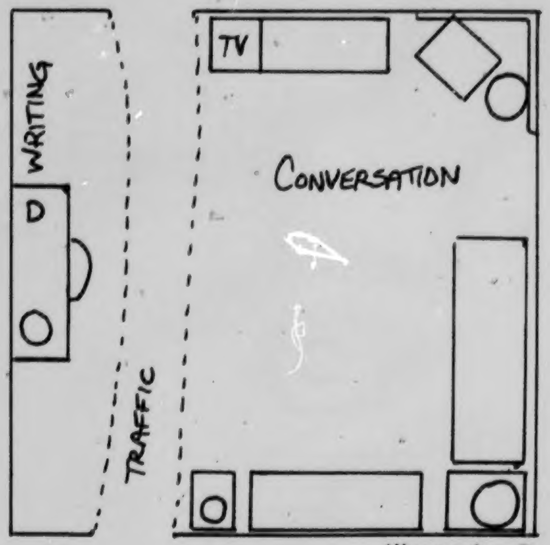

TV
WRITING
D
CONVERSATION
TRAFFIC

Illustration D

STUDENT SELF-CHECK

Arranging Furniture

On a separate sheet of paper, number from one to ten. Write the letter or letters you consider to be correct for each statement. Check your answers with those on page 12 .

1. Furnishings should be arranged to:
   (a) look best, regardless of use
   (b) provide the best use of available space
   (c) look like a magazine picture

2. Regardless of the size of a room, the way furniture is arranged is important:
   (a) to comfort, convenience, and attractiveness
   (b) only for attractiveness
   (c) only for convenience

3. The paths that people take when walking through a room form:
   (a) balance
   (b) rhythm
   (c) traffic patterns

4. Furniture should be combined in groups:
   (a) for attractiveness alone
   (b) to achieve balance
   (c) based on activities

5. For a more spacious look, use furniture that is:
   (a) small in size and scale
   (b) large, so you won't have to use many pieces
   (c) neither of the above

6. Keep the center of the room and the space in front of large windows:
   (a) highly decorated
   (b) open
   (c) filled with furniture

7. Place heavy pieces of furniture:
   (a) in middle of room
   (b) against the walls
   (c) across corners

8. Space needs are important:
   (a) because people must have space to move around easily within a room
   (b) only if the furniture arrangements look attractive
   (c) to some, but not all families

9. In arranging furniture, the most important thing to remember is:
   (a) attractiveness
   (b) furniture
   (c) people who will use the room.

10. Which of the following should be placed first when arranging furniture:
    (a) accessories
    (b) small pieces
    (c) large pieces

STUDENT SELF-CHECK

Arranging Furniture

Answers

1. b
2. a
3. c
4. c
5. a
6. b
7. b
8. a
9. c
10. c

CHECK-OUT ACTIVITY

Case Situation

Arrange furniture in a "great" room for Jim and Mary, a married couple in their early twenties. They enjoy having friends in and use the room frequently for entertaining. The room is 5.4 m x 3.9 m (17 ft 8 in x 12 ft 8 in). A window is located in the middle of the 3.9 m (12 ft 8 in) wall. The opposite wall has no structural features.

One of the 5.4 m (17 ft 8 in) walls has an opening the width of a standard door at one end. The opposite wall has a window in the center of the wall and a door to the front porch. The two doors are approximately flush with the 3.9 m (12 ft 8 in) wall which has no structural features.

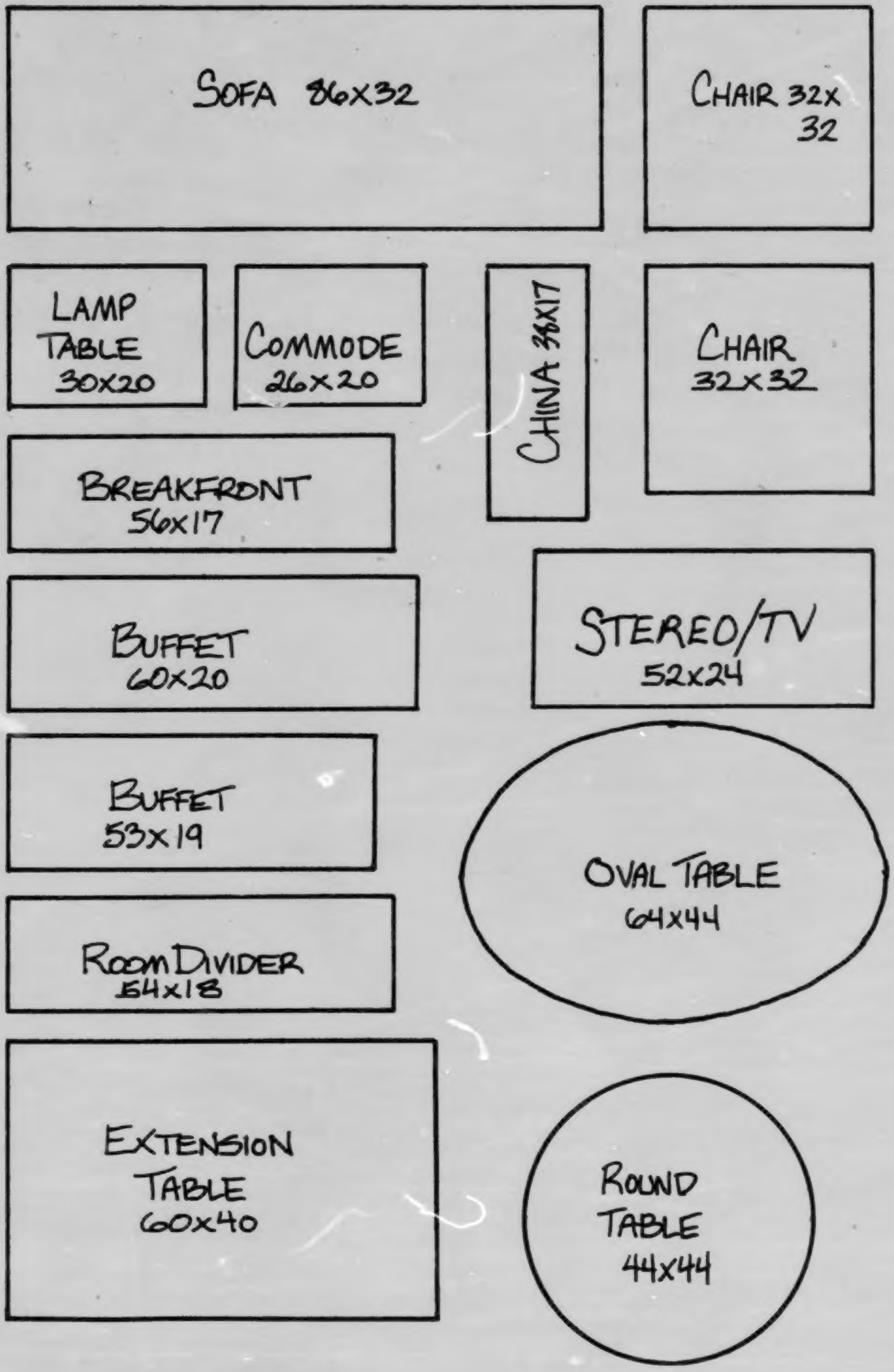
Arrange a sofa, two chairs, a stereo/TV combination, and three tables.

No. 26

Templates for Furniture Arranging

(Use this form for the Check-Out Activity)

Scale 1.27 cm equals .3048 m (½ inch equals 1 foot)

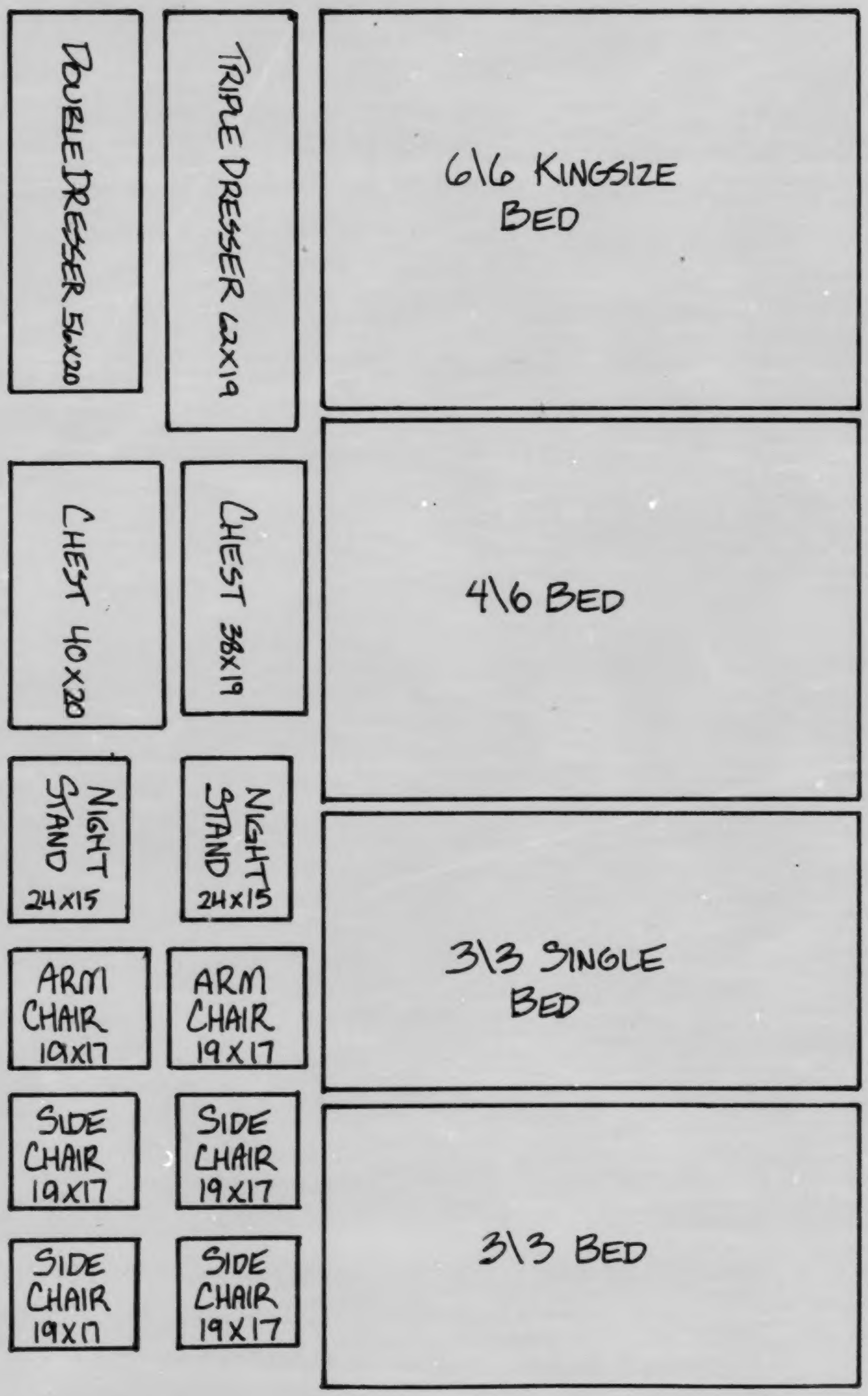

SOFA 86X32
CHAIR 32X 32
LAMP TABLE 30X20
COMMODE 26X20
CHINA 38X17
CHAIR 32X32
BREAKFRONT 56X17
BUFFET 60X20
STEREO/TV 52X24
BUFFET 53X19
OVAL TABLE 64X44
ROOM DIVIDER 54X18
EXTENSION TABLE 60X40
ROUND TABLE 44X44

No. 26

Templates for Furniture Arranging

(Use this form for the Check-Out Activity)

Scale 1.27 cm equals .3048 m (½ inch equals 1 foot)


DOUBLE DRESSER 56x20
TRIPLE DRESSER 62X19
6\6 KINGSIZE BED
CHEST 40X20
CHEST 38X19
4\6 BED
NIGHT STAND 24X15
NIGHT STAND 24X15
ARM CHAIR 19X17
ARM CHAIR 19X17
3\3 SINGLE BED
SIDE CHAIR 19X17
SIDE CHAIR 19X17
SIDE CHAIR 19X17
SIDE CHAIR 19X17
3\3 BED

No. 26

Floor Plan Graph

(Use this form for the Check-Out Activity)

Each square equals 1.27 cm. Scale 1.27 cm equals .3048 m (½ inch equals 1 foot)

OBJECTIVE HHF 17 **MODULE** No. 26

EVALUATOR'S FINAL CHECKLIST

Title: **ARRANGING FURNITURE**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student arranged furniture for the case situation using the following criteria:

	Accomplished	Not Accomplished	Not Applicable
1. Grouped furniture to provide for functional areas.	☐	☐	☐
2. Lighting was adequate for functional need.	☐	☐	☐
3. Furniture did not block passageways.	☐	☐	☐
4. Adequate space was allowed for opening of doors, drawers, etc.	☐	☐	☐
5. Furniture arrangement presented no safety hazards — traffic lanes were left open.	☐	☐	☐
6. Furniture arrangement was balanced.	☐	☐	☐
7. Larger pieces of furniture were placed first, followed by smaller items.	☐	☐	☐

Objective HHF 35

Module No. 27

Housing and Home Furnishings

REFINISHING FURNITURE

INTRODUCTION

There is increased interest in refinishing furniture today. Refinishing or restoring furniture enhances its beauty, usefulness, life and value. This interesting hobby for men, women and children is also an inexpensive way to add furnishings to the home. If a piece of furniture is of good design, good wood and of sound construction, it is well worth the time, effort and patience needed to do a good job of refinishing. In this module you will learn how to refinish wooden furniture.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a piece of wooden furniture, floor cover, paint, paint thinner, paint remover, screwdriver, cloths, scraper, steel wool, primer and paint brush, refinish the furniture.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, REFINISHING FURNITURE.

Your instructor will provide you with a piece of wooden furniture, floor cover, paint, paint remover, paint thinner, screwdriver, cloths, scraper, steel wool, primer and paint brush. Refinish the piece of furniture.

LEARNING ACTIVITIES

1. STUDY Student Information, REFINISHING FURNITURE, p. 2,

   (and/or)________________________ .

2. READ about refinishing furniture in a reference provided by your instructor,

   (and/or)________________________ .

3. STUDY Student Information, REMOVING OLD FINISHES, p. 3,

   (and/or)________________________ .

4. STUDY Student Information, PREPARING SURFACES FOR NEW FINISH, p. 3,

   (and/or)________________________ .

5. STUDY Student Information, APPLYING A NEW FINISH, p. 5,

   (and/or)________________________ .

6. VIEW a demonstration by a resource person or your instructor of steps in refinishing furniture.

   (and/or)________________________ .

7. COMPLETE Student Self-Check, REFINISHING FURNITURE, p. 5.

8. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Refinishing Furniture

Success in refinishing furniture requires a great deal of time, patience and desire. A beginner can produce a professional looking job if instructions are followed.

Basically, there are three operations in refinishing. These are: (1) removing the old finish, (2) preparing the surface for the new finish, and (3) then applying the new finish. The success of each operation depends directly on how well each step is completed before starting the next one. Each step should be carefully undertaken not rushed.

Any piece of furniture worth refinishing deserves careful treatment to insure attractive results. This is true for attic finds and unpainted pieces, as well as fine antiques of choice woods.

Rules for Refinishing

1. Discuss project with a reputable paint dealer. He/she is often an excellent source of information on new, improved products and methods.
2. Buy good quality products, especially if you are a beginner.
3. Read and follow directions of every product used. Success depends on this.
4. Allow ample time as successful refinishing cannot be hurried.
5. Set up a work area where the furniture being refinished can be left until completed. The area should be well lighted and ventilated. Protect flooring with drop cloths or thick layers of paper.
6. Remove drawer pulls and other hardware.
7. Keep the furniture and work area free of dust and fumes as you work. Open windows and doors and use fans if working indoors.
8. Maintain moderate temperature 24°C (75°F), as extremes of heat and cold may affect products and their performance.
9. Thoroughly clean the surface of furniture to be refinished to remove all traces of oil, greasy soil, and wax. Use a cloth soaked in turpentine and sprinkled

with a heavy-duty detergent (powdered) for this cleaning. Rinse with fresh turpentine using clean cloths.

10. Silicone build-up from waxing furniture sometimes causes problems in refinishing. To avoid this, a solvent cleaning is necessary before and after finish removal and smoothing. Use gum turpentine and scrub well.

STUDENT INFORMATION

Removing Old Finishes

Total removal of the old finish is necessary for a new finish to take and remain durable. Sanding may be used to remove the old finish. This process is very hard work and time consuming. Commercial removers are available and are much easier and faster to use.

Commercial removers are of three general types: nonflammable semi-liquid, rinse-away with water, and liquid. The non-flammable, semi-liquid removers are considered safe under normal conditions. They may be used on vertical surfaces if necessary. A semi-liquid remover may be left on furniture longer because it does not raise the grain of the wood nor burn it. It is also safe to use on veneers.

As a group, the rinse-away removers are the most expensive. They usually work quickly and easily, but may burn the wood. Other disadvantages are: they may soften the glue in joints, loosen veneer, and raise the grain of the wood.

The liquid removers cost the least. They work very well on horizontal surfaces but are too hard to handle on vertical surfaces.

Use remover generously and follow the directions on the container exactly. Allow plenty of time for the remover to do its work. Remove softened finish using a broad putty knife with rounded corners. Wipe the old finish off the knife with newspaper.

Penetrate corners of grooves or fluting with a blunt screwdriver and rub lightly with No. 3 steel wool pads. Remove finish from carvings with a small, stiff brush; round toothpicks wrapped in 00 steel wool; or other objects that will not scratch the wood.

Some older paints may require additional softening time or another application of remover.

STUDENT INFORMATION

Preparing Surface for New Finish

The final finish of a piece of furniture is no better than the smoothness of the surface on which it is applied. Sand thoroughly with the grain and stop only when the surface doesn't get smoother. Sand across (around) the grain on round legs, Figures 1 & 2 . Work with a hand-sander you have purchased or make one from a block of wood wrapped with sandpaper, Figure 3 .

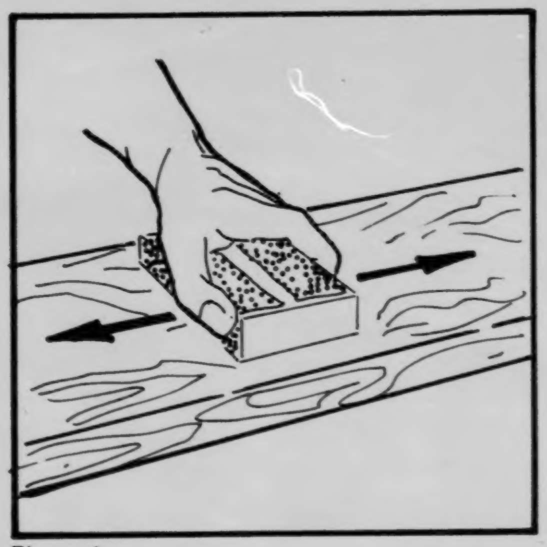


Figure 1

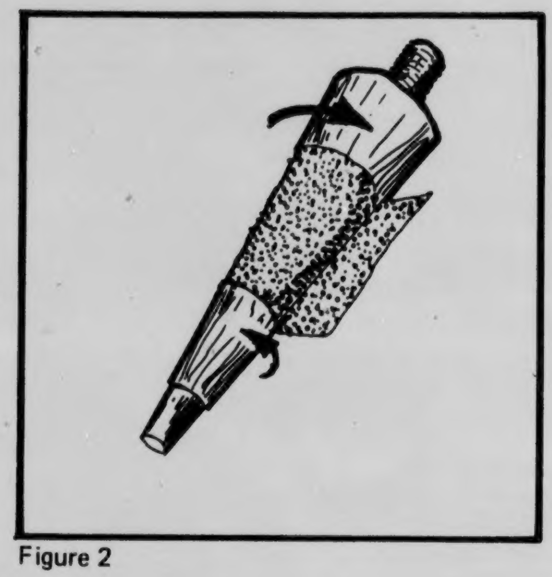


Figure 2

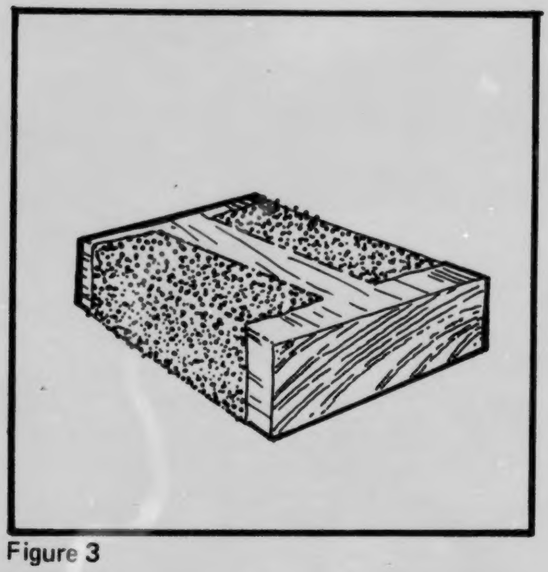


Figure 3

Repair any damaged pieces. Check to see if joints need regluing. They loosen because of excessive heat or moisture or poor fit. New glue sticks better on clean wood, so remove all old glue, Figure 4 .

Warm vinegar will remove glue from pores. Be sure to remove all vinegar with water. Some joints may need to be tightened or they will not hold, Figure 4 . Follow directions on the container of glue and allow it to dry for the suggested time.

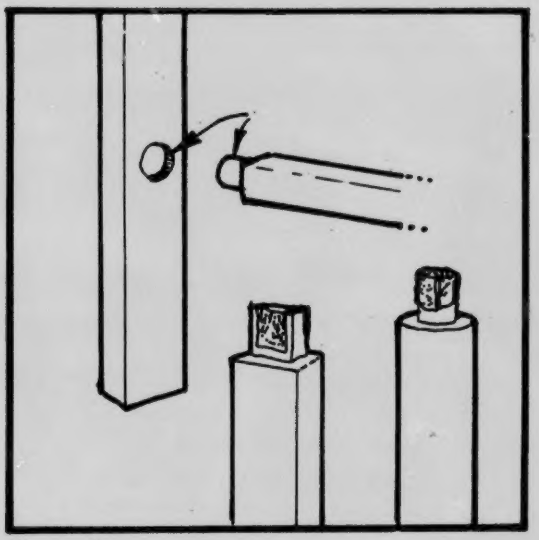


Figure 4

When repairs have been made, the wood should be finely polished before proceeding. Use very fine steel wool and rub evenly for uniform cutting. Do not bear down too hard; the surface may be scratched, especially on corners, edges and raised surfaces.

STUDENT INFORMATION

Applying a New Finish

Before applying the new finish to a piece of furniture, check to see that the prepared surface is absolutely smooth and clean. Rewash the surface with a generous amount of turpentine, using clean cloths. This is called a "flood" or "wash" coat. Allow the surface to dry thoroughly before continuing. Perfection on all points is necessary to achieve a smooth long lasting finish.

The choice of a finish is an individual matter. Consider the type of furniture, the wear it receives, and the way you want it to look. Finishes include penetrating wood seal, oiled finish, shellac and wax finish, paint and enamel.

When paint or enamel is used as the finish, it is not always necessary to remove all the old finish. The surface must be smooth, however.

A primer or undercoat is used before applying paint or enamel. This may be white or tinted the color of the finish. After the primer is dry, rub with steel wool or fine sandpaper. Wipe free of all dust. Two or three coats of the desired finish are applied over the primer. Sand between coats to make "tooth" for the paint to hold, or rub with steel wool. Always dust very carefully.

Alkyd-based enamel is considered the best paint for wood. It may be purchased as high gloss, semi-gloss or flat. The high gloss is the most durable, but is less attractive and is usually applied if the furniture is to receive extremely hard use.

STUDENT SELF-CHECK

Refinishing Furniture

On a separate sheet of paper answer each of the following questions with a simple sentence or phrase. Check your answers with those on page 6.

1. What are the three steps in refinishing furniture?
2. What kinds of furniture deserve careful treatment when refinishing?
3. Who is usually a good source of information on new products and methods of refinishing?
4. What temperature is best for refinishing furniture?
5. What are the three types of commercial finish removers?
6. Wood should be sanded in what direction?
7. What causes furniture joints to loosen?
8. What materials are used for smoothing woods?
9. What should be considered in the selection of a final finish for furniture?
10. With which finishes are primers or undercoats used?

STUDENT SELF-CHECK

Refinishing Furniture

Answers

1. Remove the old finish, prepare surface for new finish, and apply new finish.
2. All kinds.
3. Paint dealer.
4. Moderate or 24°C (75°F)
5. Nonflammable semi-liquid, rinse-away-with-water, and liquid.
6. With the grain.
7. Excessive heat, moisture, poor fit.
8. Steel wool or sandpaper.
9. Type of furniture, wear, and the look you want.
10. Paint and enamel.

OBJECTIVE HHF 35 MODULE NO. 27

EVALUATOR'S FINAL CHECKLIST

Title: **REFINISHING FURNITURE**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In refinishing the piece of furniture, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Gathered the necessary supplies and tools	☐	☐	☐
2. Covered floor of working area	☐	☐	☐
3. Moved furniture to work area	☐	☐	☐
4. Removed hardware	☐	☐	☐
5. Removed old finish	☐	☐	☐
6. Made necessary repairs	☐	☐	☐
7. Cleaned, smoothed, and primed surface	☐	☐	☐
8. Applied appropriate finish so that furniture was free of runs, bubbles, streaks, and fingerprints	☐	☐	☐
	☐	☐	☐
9. Replaced hardware			

Objective MFE No. 41 Module No. 28

Housing and Home Furnishings

SELECTING MAJOR APPLIANCES

INTRODUCTION

The purchase of a major home appliance requires careful planning. Such planning includes identifying personal and/or family needs and deciding how much money is available to meet those needs. A careful review should be made of all of the brands and models available. The wise buyer will compare features, energy efficiency, cost, and warranties with personal needs and resources before deciding to buy an appliance. The buying guidelines in this module can be applied to the purchase of major appliances such as: range, refrigerator, freezer, microwave oven, dishwasher, laundry equipment, room air conditioner, floor care equipment. You will also find that you can use these guidelines for many other purchases.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then, either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided reference material and this module, identify seven guides for buying appliances.

CHECK-OUT ACTIVITIES

Your instructor will provide reference material and this module. List in writing, with 100% accuracy, the seven guides for buying appliances presented in the reference.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)____________________.

2. CHECK your knowledge by completing Student Self-Check, TERMS TO KNOW, p. 2.

3. READ about the seven guidelines for buying major appliances in a reference provided by your instructor. LIST the seven guidelines for buying major appliances on a sheet of paper. CLIP at least two ads from a newspaper or magazine and analyze the ads to see which guidelines are explained. LIST the guidelines which must be answered by the dealer,

   (and/or)____________________.

4. VIEW a filmstrip to learn what a product warranty means,

   (and/or)____________________.

5. ORGANIZE a file that will provide safe storage for, and easy access to, appliance warranties and use and care booklets,

   (and/or)____________________.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Consumer - A person who buys and/or uses goods and services.
2. Standard of living — A level of comfort and happiness one would like to reach.
3. Appliance — A machine designed to do a household job.
4. Gadget — A small device, tool, or object.
5. Manufacturer — One who makes things.
6. Manufacturer's line — A category or class given to each appliance by the manufacturer.
7. Brand — Kind or make of something.
8. Model — Style or type of something.
9. Durability — Standing up to long, hard use.
10. Specification ("Spec") sheet — A list of details about each model of an appliance.
11. Warranty — A manufacturer's written promise to replace parts within a certain amount of time.
12. Wattage - Amount of power an electrical appliance consumes at any moment.
13. Watt - A unit to measure electrical power; determines wattage; the product of amperes and volts.
14. Volt — A unit to measure the force of an electric current.
15. Dealer — Person who sells something for a living.
16. Finance — The way one plans to pay for something.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper number 1-16. Match a definition with each term and write the letter of the definition beside the appropriate number. Check your answers with those on page 4 .

TERMS

1. Consumer
2. Standard of living
3. Appliance
4. Gadget
5. Manufacturer
6. Manufacturer's line
7. Brand
8. Model
9. Durability
10. Specification ("Spec") sheet
11. Warranty
12. Wattage
13. Watt
14. Volt
15. Dealer
16. Finance

DEFINITIONS

A. A small device, tool, or object.

B. A list of details about each model of an appliance.

C. The way one plans to pay for something.

D. A level of comfort and happiness one would like to reach.

E. A unit to measure electrical power; determines wattage; the product of amperes and volts.

F. A category or class given to each appliance by the manufacturer.

G. Unit to measure the force of an electric current.

H. A manufacturer's written promise to replace parts within a certain period of time.

I. A person who buys and/or uses goods and services.

J. A machine designed to do a household job.

K. Style or type of something.

L. Amount of power an electrical appliance consumes at any moment.

M. Person who sells something for a living.

N. One who makes things.

O. Standing up to long, hard use.

P. Kind or make of something.

STUDENT SELF-CHECK

Terms to Know

Answers

1. I
2. D
3. J
4. A
5. N
6. F
7. P
8. K
9. O
10. B
11. H
12. L
13. E
14. G
15. M
16. C

Objective MFE No. 41

Module No. 28

Housing and Home Furnishings

SELECTING MAJOR APPLIANCES

INTRODUCTION

The purchase of a major home appliance requires careful planning. Such planning includes identifying personal and/or family needs and deciding how much money is available to meet those needs. A careful review should be made of all of the brands and models available. The wise buyer will compare features, energy efficiency, cost, and warranties with personal needs and resources before deciding to buy an appliance. The buying guidelines in this module can be applied to the purchase of major appliances such as: range, refrigerator, freezer, microwave oven, dishwasher, laundry equipment, room air conditioner, floor care equipment. You will also find that you can use these guidelines for many other purchases.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then, either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided reference material and this module, identify seven guides for buying appliances.

CHECK-OUT ACTIVITIES

Your instructor will provide reference material and this module. List in writing, with 100% accuracy, the seven guides for buying appliances presented in the reference.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)____________________________.

2. CHECK your knowledge by completing Student Self-Check, TERMS TO KNOW, p. 2.

3. READ about the seven guidelines for buying major appliances in a reference provided by your instructor. LIST the seven guidelines for buying major appliances on a sheet of paper. CLIP at least two ads from a newspaper or magazine and analyze the ads to see which guidelines are explained. LIST the guidelines which must be answered by the dealer,

   (and/or)____________________________.

4. VIEW a filmstrip to learn what a product warranty means,

   (and/or)____________________________.

5. ORGANIZE a file that will provide safe storage for, and easy access to, appliance warranties and use and care booklets,

   (and/or)____________________________.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Consumer - A person who buys and/or uses goods and services.
2. Standard of living — A level of comfort and happiness one would like to reach.
3. Appliance — A machine designed to do a household job.
4. Gadget — A small device, tool, or object.
5. Manufacturer — One who makes things.
6. Manufacturer's line — A category or class given to each appliance by the manufacturer.
7. Brand — Kind or make of something.
8. Model — Style or type of something.
9. Durability — Standing up to long, hard use.
10. Specification ("Spec") sheet — A list of details about each model of an appliance.
11. Warranty — A manufacturer's written promise to replace parts within a certain amount of time.
12. Wattage - Amount of power an electrical appliance consumes at any moment.
13. Watt - A unit to measure electrical power; determines wattage; the product of amperes and volts.
14. Volt — A unit to measure the force of an electric current.
15. Dealer — Person who sells something for a living.
16. Finance — The way one plans to pay for something.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper number 1-16. Match a definition with each term and write the letter of the definition beside the appropriate number. Check your answers with those on page 4 .

TERMS

1. Consumer
2. Standard of living
3. Appliance
4. Gadget
5. Manufacturer
6. Manufacturer's line
7. Brand
8. Model
9. Durability
10. Specification ("Spec") sheet
11. Warranty
12. Wattage
13. Watt
14. Volt
15. Dealer
16. Finance

DEFINITIONS

A. A small device, tool, or object.

B. A list of details about each model of an appliance.

C. The way one plans to pay for something.

D. A level of comfort and happiness one would like to reach.

E. A unit to measure electrical power; determines wattage; the product of amperes and volts.

F. A category or class given to each appliance by the manufacturer.

G. Unit to measure the force of an electric current.

H. A manufacturer's written promise to replace parts within a certain period of time.

I. A person who buys and/or uses goods and services.

J. A machine designed to do a household job.

K. Style or type of something.

L. Amount of power an electrical appliance consumes at any moment.

M. Person who sells something for a living.

N. One who makes things.

O. Standing up to long, hard use.

P. Kind or make of something.

STUDENT SELF-CHECK

Terms to Know

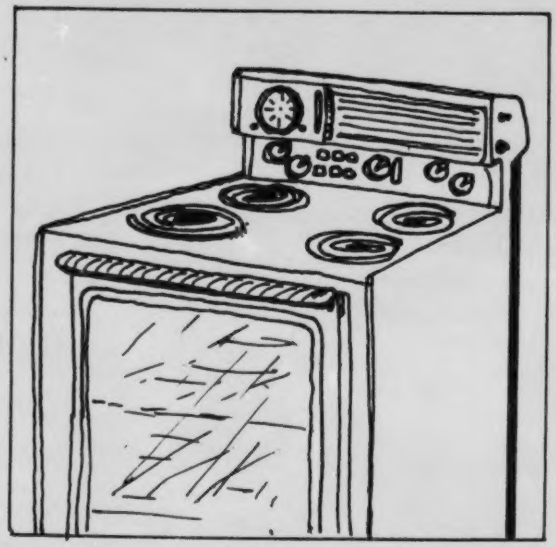
Answers

1. I
2. D
3. J
4. A
5. N
6. F
7. P
8. K
9. O
10. B
11. H
12. L
13. E
14. G
15. M
16. C

Objective MFE 41 Module No. 29

Housing and Home Furnishings

SELECTING A RANGE



Before you start to work on this module, be sure you have completed Module 28, Guidelines for Selecting Major Appliances. Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a case situation showing family needs for a range, a specific budget amount, catalogs, newspaper advertisements, and other consumer reference materials, select a range.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Instructor's Final Checklist, SELECTING A RANGE.

Your instructor will give you a description of a family with a specific budget amount to spend for a range. Select a range.

INTRODUCTION

The range is one of the major appliances to be selected for the home. Because it functions to cook food, its location becomes a main work center in the kitchen. Today's modern ranges can be gas or electric. The appliance is also featured in a variety of colors, styles, and energy-saving options. In this module you will learn how to select a range.

LEARNING ACTIVITIES

1. READ about gas and electric range types, insulation, design features, care and use in a reference provided by your instructor,

   (and/or)________________________.

2. COMPLETE the Student Self-Check, COOKING MODELS, page 2 .

3. VISIT an appliance store(s) to VIEW electric and gas ranges available and learn about size specifications, special installation specifications, warranties, dealer services, finance plans and design features,

   (and/or)________________________.

4. DEFINE the term "convection heat," using a reference provided by your instructor. EXPLAIN orally the term "convection heat" to another student,

   (and/or)________________________.

5. COMPLETE Student Information, p. 3, FEATURES OF A RANGE - GAS OR ELECTRIC, using catalogs, newspaper ads, or actual models,

   (and/or)________________________.

6. READ current consumer magazines to find out the types of ranges and design features recommended and why,

   (and/or)________________________.

7. LISTEN to a home economist or an appliance dealer discuss things to consider when selecting a range,

   (and/or)________________________.

8. INVITE a kitchen planning specialist to class or an FHA meeting to discuss placement of the range in the kitchen.

9. PLACE the warranty and use and care booklets for ranges in your appliance file for future reference,

   (and/or)________________________.

10. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Cooking Models

On a separate sheet of paper letter from A - H. Match range models with advantages and disadvantages. Check your answers with those on page 3 .

MODELS

1. Freestanding
2. Built-in
3. Drop-in
4. Freestanding with Eye-level oven

ADVANTAGES AND DISADVANTAGES

A. ________ easiest to replace with another range .

B. ________ not good for a small kitchen.

C. ________ can be put where user wants it .

D. ________ may be used without stooping.

E. ________ difficult to see and remove large items .

F. ________ greater danger of spills and burns when removing food .

G. ________ sides of range usually unfinished and unattractive.

H. ________ heat from oven is of some discomfort when cooking on service units.

STUDENT SELF-CHECK

Cooking Models

Answers

A. 1
B. 2
C. 2
D. 4
E. 4
F. 4
G. 3
H. 4

STUDENT INFORMATION

Features of a Range - Gas or Electric

On a separate sheet of paper number from 1 - 16. List the advantages and/or disadvantages of the features of a range.

FEATURES

1. Gas range
2. Electric range
3. Oven light
4. Window in oven door
5. Convected heat cooking
6. Time bake (clock-controlled baking)
7. Clock
8. Timer
9. Upper-level oven (eye-level)
10. Built-in oven
11. Built-in ventilation system
12. Hood ventilation system
13. Conventional surface units or burners
14. Glass-ceramic surface units
15. Continuous cleaning oven
16. Self-cleaning oven

No. 29

CHECK-OUT ACTIVITY

John and Louise Cromer, their two children, Doug and Susan, and Mrs. Cromer's elderly mother live in their 20-year-old suburban home. Their range, a drop-in, electric model is badly stained and has a defective thermostat. Louise would like to replace the range, and she plans to study the different types of electric ranges available before deciding upon a model to purchase. They can afford to spend $700 - $900. They do not want a microwave because the grandmother wears a pacemaker. They use their range often and bake frequently for church, school, and social functions. Louise is 1.55 m (5 ft. 1 in.) tall and works full time even though she has had back surgery within the past year. All four of the following ranges are UL approved, carry a one-year warranty, and are rated "Acceptable" by Consumer Reports. Choose any of the following ranges for the Cromers. Defend your decision.

	Range Features	Cost
1.	Freestanding unit: four cooking units large-capacity, self-cleaning oven on eye level	$850
2.	Built-in model: smooth-topped surface unit built-in, continuous-cleaning oven	900
3.	Drop-in (slide-in): three cooking units cook 'n hold (programmed) baking self-cleaning oven	875
4.	Drop-in model: four tilt-top cooking units large-capacity, continuous-cleaning oven	800

OBJECTIVE MFE 41 **MODULE No. 29**

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING A RANGE**

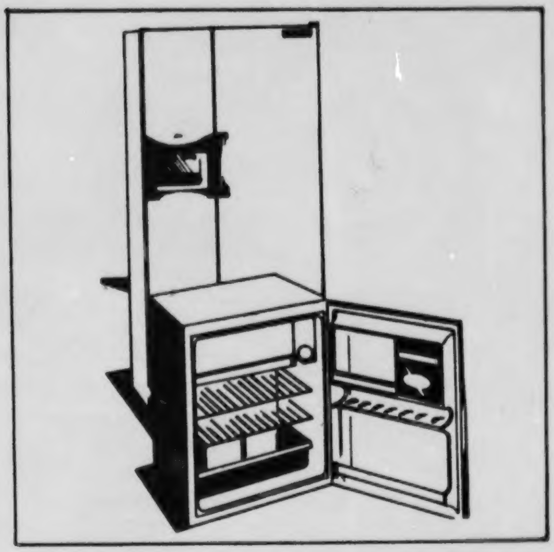
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

When selecting a range, the student selected equipment according to the following criteria:

	Accomplished	Not Accomplished	Not Applicable
1. Types available.	☐	☐	☐
2. Special design features needed.	☐	☐	☐
3. Installation specifications.	☐	☐	☐
4. Warranty by the manufacturer.	☐	☐	☐
5. Service contract with the dealer.	☐	☐	☐
6. Consumer research rating in current consumer magazines.	☐	☐	☐
7. Size specifications for space it will fit.	☐	☐	☐
8. Specified budget and needs of family in case study.	☐	☐	☐
9. Safety features with seals of approval.	☐	☐	☐
10. Energy conservation.	☐	☐	☐

Housing and Home Furnishings

SELECTING A REFRIGERATOR/FREEZER



INTRODUCTION

The refrigerator/freezer keeps food cold and safe to eat. Todays modern refrigerator/freezers feature a variety of colors, styles, and energy-saving options. In this module you will learn how to select a combination refrigerator/freezer.

Before you start to work on this module, be sure you have completed Module 28, GUIDELINES FOR SELECTING MAJOR APPLIANCES.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given a case situation showing family needs for a refrigerator/freezer, a specific budget amount, catalogs, newspaper advertisements, and other consumer reference materials, select a refrigerator/freezer.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING A REFRIGERATOR/FREEZER.

Your instructor will give you a description of a family with a specific budget amount to spend for refrigerator/freezer. Select a refrigerator/freezer.

LEARNING ACTIVITIES

1. READ about refrigerator/freezer features, controls, factors that affect cost, and use and care in a reference provided by your instructor,

   (and/or)________________________.

2. COMPLETE the Student Self-Check, REFRIGERATOR/FREEZER FACTS, p. 2,

   (and/or)________________________.

3. READ about the upright and chest type freezers in a reference provided by your instructor,

   (and/or)________________________.

4. FIND the nameplate of a refrigerator/freezer and a freezer and RECORD the electrical specifications, comparing differences,

   (and/or)________________________.

5. IDENTIFY watts per hour used by a refrigerator, a refrigerator/freezer and a freezer with manual defrost and frost free features using a textbook provided by your instructor,

   (and/or)________________________.

6 Listen to a teacher's evaluation of the refrigerators/freezers in the classroom,

   (and/or)________________________

   (and/or)________________________.

7. EXPLAIN to another student the advantages and disadvantages of purchasing a refrigerator with an automatic ice maker,

   (and/or)________________________.

8. EXPLAIN to another student the purpose of an energy-saver switch on a refrigerator/freezer,

   (and/or)________________________.

9. READ current consumer magazines to find out the types of refrigerator/freezers and freezers and design features recommended and why,

   (and/or)________________________.

10. LISTEN to a home economist or an appliance dealer discuss things to consider when buying a refrigerator/freezer or a freezer,

    (and/or)________________________.

11. INVITE a kitchen planning specialist to class or a FHA meeting to show where to place major appliances such as a refrigerator/freezer or freezer on a kitchen floor plan and how much space must be allowed for the different types of refrigerator/freezers and freezers,

    (and/or)________________________.

12. PLACE the warranty and use and care booklet for the refrigerator/freezer in your appliance file for future reference,

    (and/or)________________________.

13. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Refrigerator/Freezer Facts

On a separate sheet of paper number from 1-10. Complete the following statements by selecting the correct word(s) in parentheses and writing your answers by the appropriate number. Check your answers with those on page 4 .

1. Better insulation means (lower, higher) energy consumption.
2. A double gasket around the rim of the door saves (less, more) energy than a single narrow gasket.
3. (State, Federal) regulations require the door to open from the inside as well as the outside.
4. (Stainless steel, Plastic) shelves inside the refrigerator are stronger than (stainless steel, plastic) shelves.
5. (Frost-free, Manual-defrost, Automatic-defrost) uses more energy and cost more to operate.
6. Separate temperature controls for the refrigerator and freezer is (more, less) desirable.
7. (Larger, Smaller) refrigerators cost more to buy and operate.
8. Refrigerator size or space is (more, less) important than special design features.
9. Movable shelves are (more, less) desirable than permanently fixed shelves.
10. An automatic ice maker (is, is not) an added cost for installation and operation.

STUDENT SELF–CHECK

Refrigerator/Freezer Facts

Answers

1. lower
2. more
3. Federal
4. Stainless steel
   plastic
5. Frost-free
6. more
7. Larger
8. more
9. more
10. is

No. 30

CHECK-OUT ACTIVITY

Case Study

Mary and Larry Cooper and their children, Darlene and Dale, live in a large one-level brick home. Mary teaches third grade at the local elementary school. She is handicapped and is confined to a motorized wheelchair.

Larry is a professional pianist. He is partially sighted and a diabetic.

Darlene and Dale are gifted students who enjoy reading and spending time with their two pet boa constrictors.

The Coopers large country kitchen is designed for Mary's handicap. Since Larry has taken up vegetable gardening, they have decided to purchase a large refrigerator/freezer to replace their 20-year old manual-defrost model. The existing space is adequate for the new purchase.

Mary would like to buy a side-by-side, energy efficient, automatic-defrost model with self-closing textured doors. Plumbing is adequate for the new modern features. They expect to spend between $800 to $1,000 for this appliance purchase.

Study the following models and their features. Select the best one for the Coopers and defend your answer.

Remember all models are UL approved for 110-120 volt use. The Coopers need at least a .53 cubic meter (19 cubic foot) model.

All models carry a one-year warranty and service contract with the local dealer, and are rated highly in current consumer magazines.

Refrigerator/freezer	Cost
Model A .53 cubic meter (19 cubic foot), automatic defrost, side-by-side, interior light, adjustable shelving, power saver switch, porcelain on steel interior, flush-hinged doors, enamel finished cabinets.	$825
Model B .53 cubic meter (19 cubic foot), frost free, side-by-side, interior light, adjustable shelving, power saver switch, automatic ice maker, porcelain on steel interior, flush-hinged textured steel doors, enamel finished cabinets.	$975
Model C .53 cubic meter (19 cubic foot), automatic defrost, side-by-side, interior light, adjustable shelving, power saver switch, tilt down ice hatch and cold water dispenser on refrigerator door, porcelain on steel interior, flush-hinged self-closing textured steel doors, enamel finished cabinets.	$900
Model D .62 cubic meter (22 cubic foot), frost-free, side-by-side, interior light, adjustable shelving, tilt down ice hatch and cold water dispenser on refrigerator door, porcelain on steel interior, flush-hinged textured steel doors, enamel finished cabinets.	$1000

OBJECTIVE MFE 41 MODULE No. 30

EVALUATOR'S FINAL CHECKLIST

Title: SELECTING A REFRIGERATOR/FREEZER

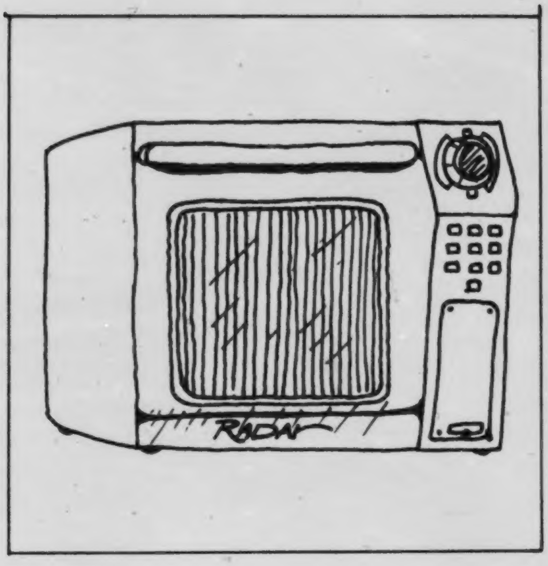
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student selected a refrigerator/freezer using the following criteria:	Accomplished	Not Accomplished	Not Applicable
1. Within budget specified.	☐	☐	☐
2. Designed to meet family needs.	☐	☐	☐
3. Sized for family size and space in the kitchen.	☐	☐	☐
4. Wiring and plumbing (if it has automatic ice maker) specifications.	☐	☐	☐
5. Warranty by the manufacturer.	☐	☐	☐
6. Seals of approval.	☐	☐	☐
7. Service contract with reputable dealer.	☐	☐	☐
8. Consumer research rating in current consumer magazines.	☐	☐	☐
9. Energy efficiency.	☐	☐	☐

Objective MFE 41 Module No. 31

Housing and Home Furnishings

SELECTING A MICROWAVE OVEN



INTRODUCTION

The microwave oven, a compact version of the electric range, cooks food with high frequency waves in a fraction of the time required by conventional ovens.

The microwave oven is manufactured by many companies and is available to the consumer in many models and price ranges. The microwave oven can save you time, energy, and money. In this module you will learn how to select a microwave oven.

Before you start to work on this module, be sure you have completed Module 28, GUIDELINES FOR SELECTING MAJOR APPLIANCES.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a case study showing family needs for a microwave oven and a specific budget amount, catalogs, newspaper advertisements, and other consumer reference materials, select a microwave oven.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING A MICROWAVE OVEN.

Your instructor will give you a description of a family with a specified budget. Select a microwave oven.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)____________________________.

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 3,

3. STUDY Student Information, THE MICROWAVE OVEN, p. 3,

   (and/or)____________________________.

4. CHECK YOUR KNOWLEDGE by completing Student Self-Check, FACTS ABOUT THE MICROWAVE OVEN, p. 4.

5. READ about energy use in a reference provided by your instructor and COMPARE use in watts per hour for the microwave oven and the conventional electric range.

   (and/or)____________________________.

6. COMPLETE Student Information Chart, FEATURES OF THE MICROWAVE OVEN, p. 6, using catalogs, newspaper ads, or actual models,

   (and/or)____________________________.

7. VISIT an appliance store to EVALUATE microwave ovens on display: EXAMINE the HEW Performance Standard Label, size in width and depth, special wiring instructions. DETERMINE service and finance plans available if you buy a microwave oven at the store,

   (and/or)____________________________.

8. READ current consumer magazines to find out which microwave ovens are recommended and why,

   (and/or)____________________________.

9. OBSERVE a microwave oven demonstration to see how it works. Then SUMMARIZE in writing the advantages and disadvantages of using a microwave oven to prepare food daily,

   (and/or)____________________________.

10. PLACE the warranty and use and care booklets for microwave ovens in your appliance file for future reference.

    (and/or)____________________________.

11. PLAN and CARRY OUT an FHA/HERO activity with the microwave oven. PRESENT a microwave oven demonstration to the Science Club or a science class, or PREPARE club refreshments in the microwave oven,

    (and/or)____________________________.

12. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Microwave – a short, electromagnetic wave that falls between light and radio waves in frequency
2. Conventional – traditional design
3. Microwave wattage – cooking power
4. HEW Performance Standard Label – a radiation leakage control performance standard required by law

5. Radiation – energy sent off in waves such as heat, radio waves, light, and x-rays

6. MHz – symbol for Mega-Hertz which means one million cycles per second

7. FCC – Federal Communications Commission - assigns frequency bands for microwave cooking

STUDENT SELF-CHECK

Terms to Know

Match the following terms with their correct definitions. Write your answers on a separate sheet of paper. Check your answers with those on page 7.

Terms

1. Microwave
2. Conventional
3. Microwave wattage
4. HEW Performance Standard Label
5. Radiation
6. MHz
7. FCC

Definitions

A. Cooking power

B. Symbol for Mega-Hertz

C. Traditional design

D. A short electromagnetic wave that falls between light and radio waves in frequency

E. A radiation leakage control performance standard

F. Energy sent off in waves such as heat, radio waves, light, and x-rays.

G. Federal Communication Commission

STUDENT INFORMATION

The Microwave Oven [1]

Microwave cooking is a quick, easy, and convenient way to prepare food. A microwave is a short electromagnetic wave that falls between light and radio waves in frequency. Microwaves belong to the same family that radio, television, and radar waves do.

The most commonly used frequency in microwave ovens for the home is the 2450 MHz. It has a shorter wave length, and the shorter waves produce more uniform heat.

In conventional cooking, the air or liquid surrounding the food is heated and transmits its heat to the surface of the food. The heat on the surface is then conducted into the interior of the food and cooks the food.

In microwave cooking the microwave energy is absorbed only by the food and does not heat the surrounding air. The microwave energy is reflected by metal but passes through glass, paper, most ceramics, and plastics. The microwave energy bounces off the oven walls, passes through non-metallic utensils and is absorbed by the food. In this way, food is heated and cooked.

How deeply the microwaves penetrate into the food depends upon the microwave frequency and the size and shape of the food. The 2450 MHz frequency penetrates an average of 1.9 to 2.5 cm (3/4 to 1 in) per side. Beyond this, the interior of the food is heated by conduction just as in conventional cooking.

There is no thermostat on the microwave oven. You control the degree of doneness by regulating the cooking time. The temperature probe, a feature on some microwave ovens, replaces the conventional meat thermometer.

Most, but not all, foods can be prepared using the microwave oven. For example, fried eggs, broiled steaks, and foods that require overall browning are better prepared in the conventional manner.

The microwave oven saves energy; the amount of servings will vary with the type of food being cooked. Microwaves are most efficient for reheating or for cooking small quantities of food. Cooking time is less, thereby saving more energy than the regular oven. However, the microwave oven should be thought of as a supplemental appliance. It will not replace the conventional oven.

Wattage, especially functional output wattage (cooking power), is an important factor in the selection and use of a microwave oven. There is a wide variation in the wattage ratings of the different ovens manufactured today. Lower wattage output which may be found in lower priced, small units will mean slower cooking time.

The United States government has established very strict standards to which microwave ovens must conform to minimize radiation leakage. The HEW Performance Standard for microwave ovens is a radiation control performance standard which requires that ovens shall not emit radiation above specified levels. It also requires that ovens be equipped with two safety interlocks which shut off radiation as oven doors are opened. Another safety feature is the perforated metal screen inside the oven door which reflects the microwaves, thereby preventing leakage through the glass window.

Major parts:

1. Power supply — either 230-240 volts a.c., 60 HZ, cycles per second, (for larger, built-in models) or 115-120 volts a.c., 60 HZ (for smaller, including portable units).
2. Microwave generator — commonly known as the "magnetron" which converts the electrical power into microwaves.
3. Wave guide — directs the microwaves to the oven.
4. Wave stirrer — disperses the microwaves when they enter the cavity. (There may be an alternative type of dispersement method.)
5. Oven cavity with a tight-fitting door — the door must have energy-sealing or energy-trapping devices which will retain the microwaves within the oven. The recommended type is the choke seal, which electrically reduces energy leakage. The door usually has a metal screen covered with glass. The perforations in the screen provide visibility into the oven, but do not allow leakage.
6. Operation controls such as starters and timers.
7. Shelf — may or may not be part of unit design.

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[1] Clemson University Extension Service, "The Microwave Oven," Household Equipment Leaflet 1, 1978.

STUDENT SELF-CHECK

Facts About the Microwave Oven

Check your knowledge of the facts of the microwave oven by answering the following statements True or False. Check your answers with those on page 7.

1. Metal reflects microwave energy from the food so it cannot be absorbed by the food.
2. Microwave ovens are required to have energy-sealing devices which will keep the microwaves inside the oven.
3. Wattage or cooking power is one important factor in the selection and use of a microwave oven.
4. A temperature probe on a microwave oven takes the place of a conventional meat thermometer.
5. All foods can be cooked in the microwave oven.

6. The glass oven doors are covered with a metal screen to reflect the microwaves and prevent leakage around the window and door.

7. Microwave ovens are safe to use if they have the HEW seal.

8. Microwave ovens can save energy because the cooking time for a food is less than on a conventional range.

9. A microwave oven can take the place of a conventional oven.

10. Lower wattage or cooking power means slower cooking.

No. 31

STUDENT INFORMATION

Features of the Microwave Oven

Select one top-of-the-line and one middle-of-the-line microwave oven from an appliance catalog. Using the following checklist, compare the features of the two models. Place a check mark in the appropriate column if the oven has the feature listed. Do not write on this form.

FEATURES	TOP-OF-THE-LINE Brand__________ Model__________	MIDDLE-OF-THE-LINE Brand__________ Model__________
1. Interior light		
2. Variable speed cycles		
3. Dial control		
4. Pushbutton control		
5. Defrost cycle		
6. Programmed defrost cycle		
7. Programmed cook cycle		
8. Vent		
9. Glass paneled door		
10. Door opens in direction desired		
11. Temperature probe		
12. Center rack or browning tray		
13. Clock		
14. Timer		
15. Timer with bell		
16. Warranty		
17. Radiation standard seal of approval		
18. Service readily available		
19. Recommended by consumer magazines		
20. Reasonable price		
21. Based on the information above, which microwave oven is the better buy for your family?		

STUDENT SELF-CHECK

Terms to Know

Answers

1. D
2. C
3. A
4. E
5. F
6. B
7. G

STUDENT SELF-CHECK

Facts About the Microwave Oven

Answers

1. T
2. T
3. T
4. T
5. F
6. T
7. T
8. T
9. F
10. T

No. 31

CHECK-OUT ACTIVITY

Selecting a Microwave Oven

Bill and Linda Roberts are considering the purchase of a microwave oven for their small, newly-decorated kitchen. The Roberts have a conventional, built-in range, but they need a microwave for quick meals because they both work on hectic schedules. They have budgeted $500 for this appliance but could finance $300 more, if necessary. A separate 110-120 volt circuit was wired for the microwave oven when they redecorated. Linda often freezes meals in advance and buys sides of beef for the freezer. They are considering three different microwave ovens. Which oven is best for their needs? Defend your answer.

Each of the models is HEW approved, is highly rated in current consumer magazines, has a one-year warranty, and is available from the local dealer who offers a service contract.

	Oven Features	Cost
1.	Microwave is cubical, built-in model with shelves, uses 220 volts	$800
2.	Microwave is rectangular, table-top model, 115 volts	$650
3.	Microwave is rectangular, table-top model with shelves and defrost cycle, 120 volts	$750

OBJECTIVE MFE 41 **MODULE No. 31**

EVALUATOR'S FINAL CHECKLIST

Title: SELECTING A MICROWAVE OVEN

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

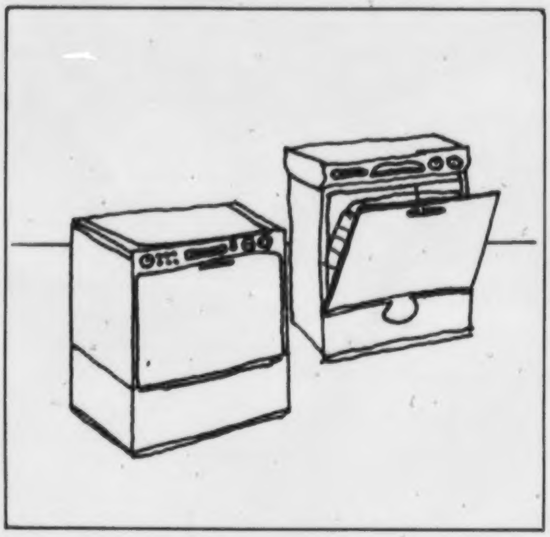
The student selected a microwave oven based on the following criteria:	Accomplished	Not Accomplished	Not Applicable
1. Safety features with special seals of approval	☐	☐	☐
2. Desirable operational features	☐	☐	☐
3. Economical operation as compared to energy use of the conventional electric range	☐	☐	☐
4. Allotted budget and needs identified in case study	☐	☐	☐
5. Consumer research rating in current consumer magazine.	☐	☐	☐
6. Warranty by the manufacturer	☐	☐	☐
7. Service contract with the dealer	☐	☐	☐
8. Size specifications for area available for the appliance	☐	☐	☐

Objective MFE 42

Module No. 32

Housing and Home Furnishings

SELECTING A DISHWASHER



INTRODUCTION

A kitchen is neater and cleaner if it is free of dirty dishes. Instead of washing dishes by hand many times each day, the dirty dishes can be stored out of sight in the dishwasher and washed only when the dishwasher is completely filled. A family of four would probably use the dishwasher only once a day, thus saving a lot of hot water. A dishwasher can save time, energy, and money. In this module you will learn how to select a dishwasher.

Before you start to work on this module, be sure you have completed Module 28, Guidelines for Selecting Major Appliances. Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a case study showing family needs for a dishwasher, a specific budget amount, catalogs, newspaper advertisements, and other consumer reference materials, select a dishwasher.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING A DISHWASHER.

Your instructor will give you a description of a family with a specific budget amount to spend for a dishwasher. Select the dishwasher.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)__________________________

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 3.

3. READ about dishwasher types, features, use, and care in a reference provided by your instructor,

   (and/or)__________________________

4. COMPLETE the Student Self-Check, HOT FACTS ABOUT DISHWASHERS, p. 3.

5. IDENTIFY watts per hour used by a dishwasher, in a reference provided by your instructor,

   (and/or)__________________________

6. VISIT an appliance store and VIEW types of dishwashers and design features, specifications, wiring and plumbing instructions, warranty, service and finance plans available,

   (and/or)__________________________

7. OBSERVE a demonstration on the use and care of a dishwasher,

   (and/or)__________________________

8. READ current consumer magazines to find out which dishwashers are recommended and why,

   (and/or)__________________________

9. CHECK water temperature at the sink where the dishwasher is or will be placed, using a food thermometer and a cup of hot water. Water should be 60 - 70 degrees C.(140 - 160 degrees F.) to wash dishes properly,

   (and/or)__________________________

10. PLACE the warranty and use and care booklets for dishwashers in your appliance file for future reference,

    (and/or)__________________________

11. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

Dishwasher - an electrical appliance which washes dishes automatically.

Cycle - stage of the dishwashing process.

Recirculated water - water used over again during parts of the dishwashing cycle in order to lower water consumption.

Water consumption - amount of water used.

Filter - a part of the dishwasher which strains food particles from the water.

Evaporation - a heated cycle which dries the dishes.

Natural evaporation - a drying process without heat.

Energy-saver cycle - dishes dry by natural evaporation because heat is shut off and less energy is used.

Grounded - an electrical conductor is connected with the ground to prevent electrical shock.

Porcelain enamel - a smooth, hard, protective, decorative coating on appliances (like glass baked on metal).

Stainless steel - steel mixed with chromium so that it will not rust.

Wash arm - a part of the dishwasher that sprays water over dishes from the bottom and/or the top of the dishwasher.

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STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper number from 1 - 12. Match the following terms with their correct definitions. Check your answers with those on page 4.

TERMS

1. Dishwasher
2. Cycle
3. Recirculated water
4. Water consumption
5. Filter
6. Evaporation
7. Natural evaporation
8. Energy-saver cycle
9. Grounded
10. Porcelain enamel
11. Stainless steel
12. Wash arm

DEFINITIONS

A. A heated cycle which dries the dishes.

B. Dishes dry by natural evaporation because heat is shut off, and less energy is used.

C. An electrical appliance which washes dishes automatically.

D. A drying process without heat.

E. Steel mixed with chromium so that it will not rust.

F. Stage of the dishwashing process.

G. Amount of water used.

H. An electrical conductor is connected with the ground to prevent electrical shock.

I. A part of the dishwasher which strains food particles from the water.

J. Water used over again during parts of the dishwashing cycle to lower water consumption.

K. A smooth, hard, protective, decorative coating on appliances (like glass on metal).

L. A part of the dishwasher that sprays water over dishes from the bottom and/or the top of the dishwasher.

STUDENT SELF-CHECK

Hot Facts About Dishwashers

On a separate sheet of paper answer the following questions. Check your answer with those found on page 4.

1. What are the four types of dishwashers available?

2 What plumbing connections must be installed?

3. How much water is used during any one cycle?

4. What temperature should the water be for a dishwasher?

5. How can you save energy during the dishwashing and drying cycles?

6. What kind of detergent should be used in the dishwasher?

STUDENT SELF-CHECK

Terms to Know

Answers

1. C
2. F
3. J
4. G
5. I
6. A
7. D
8. B
9. H
10. K
11. E
12. L

STUDENT SELF-CHECK

Hot Facts About Dishwashers

Answers

1. Portable, convertible, permanently installed, sink-dishwasher combination.

2. Hot water and drain.

3. About 7.57 liters (2 gal.) of water.

4. 60 - 71 degrees C. (140-160 degrees F.)

5. Wash only a full load. Skip the drying cycle, using the energy-saver switch, or simply turn the dishwasher off.

6. Detergent especially designed for automatic dishwashers.

No. 32

CHECK-OUT ACTIVITY

Selecting a Dishwasher

The Glenns own a three-year-old home in the city. Joe's company transfers executives every four to six years. Lou works as a computer analyst and wants a dishwasher that will free her from the sink every evening. They figure that they should have to run a dishwasher only every other day. They have approximately $300 to $500 to spend on this purchase. They would like to begin a family, and they will probably be transferred again in about two years. What type of dishwasher should the Glenns purchase? All of the models have two plastic coated racks, single wash arm, UL approval and procelain enamel finish. All carry a one-year warranty, will be serviced by the local dealer, and are rated highly in current consumer magazines. Their four choices include the following. Study each model and select the best one for the Glenns. Defend your choice.

	Dishwasher Features	Cost
A.	Portable, top loading, 1/3 hp	$250
B.	Convertible, front loading, power saver, 1/3 hp	350
C.	Permanently installed, front loading,forced air drying,1/3 hp	350
D.	Sink-Dishwasher combination, Built-in dispensers for rinse agents, prerinse cycle, forced air drying, 1/3 hp	470

OBJECTIVE MFE 42 **MODULE** No. 32

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING A DISHWASHER**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
The student selected the dishwasher, using the following criteria:	☐	☐	☐
1. Dishwasher types available to meet family needs.	☐	☐	☐
2. Special design features needed.	☐	☐	☐
3. Wiring and plumbing specifications.	☐	☐	☐
4. Correct water temperature for efficient use.	☐	☐	☐
5. Warranty by the manufacturer.	☐	☐	☐
6. Service contract with the dealer.	☐	☐	☐
7. Consumer research rating in current consumer magazines.	☐	☐	☐
8. Number of watts used per hour for energy-efficiency rating.	☐	☐	☐
9. Size specifications.	☐	☐	☐
10. Specified budget and needs of a family in case study.	☐	☐	☐
11. Safety features with seals of approval.	☐	☐	☐

Objective MFE 41

Module No. 33

Housing and Home Furnishings

SELECTING LAUNDRY EQUIPMENT

INTRODUCTION

Automatic washers and dryers are considered by many persons to be essential to smooth operation of the modern home. However, it is wise to consider the number of loads of laundry done each week and the availability of coin-operated laundry service before investing in home laundry equipment. In this module you will learn how to select a washer and dryer.

Before you start to work on this module, be sure you have completed the module on GUIDELINES FOR SELECTING MAJOR APPLIANCES.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a case study showing family needs for laundry equipment, a specific budget amount, catalogs, newspaper advertisements, and other consumer reference materials, select laundry equipment.

CHECK-OUT ACTIVITIES

Selecting Laundry Equipment

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING LAUNDRY EQUIPMENT.

Your instructor will give you a description of a family with a specific budget amount to spend for a washer and a dryer. Select laundry equipment.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)_________________________.

2. READ about laundry equipment models, design, features, size, cylces, installation, maintenance and use in a reference provided by your instructor,

   (and/or)_________________________.

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check, LAUNDRY EQUIPMENT TERMS, p. 3.

4. READ Student Information, LAUNDRY TODAY - WASHERS and THE CLOTHES DRYER, pp. 6 and 7.

   (and/or)_________________________.

5. VISIT an appliance store(s) to VIEW laundry equipment available for size specifications, special installation specifications, warranty, service, design features, and finance plans,

   (and/or)_________________________.

6. FIGURE the dollar cost of using an installment-payment plan for the purchase of a washer and dryer on a 36-month payment period, using purchase price and credit terms provided by your instructor,

   (and/or)_________________________.

7. READ current consumer magazines to find out the types of laundry equipment and design features recommended and why,

   (and/or)_________________________.

8. LISTEN to a home economist discuss things to consider when selecting laundry equipment,

   (and/or)_________________________.

9. IDENTIFY watts per hour used by a washer and a dryer using a reference provided by your instructor,

   (and/or)_________________________.

10. PLACE the warranty and use and care booklets for laundry equipment in your appliance file for future reference,

    (and/or)_________________________.

11. ARRANGE with your insturctor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Agitator — part of a washing machine (in the center of the wash tub) which creates motion and forces water and detergent through clothes.
2. Capacity — amount of clothes that can be satisfactorily washed and/or dried in a laundry appliance at one time, measured in gallons, pounds, or volume.
3. Controls — devices which regulate cycles, time, temperature, etc.
4. "Cool down" period — a time during a permanent press wash or dry cycle where cooler water or air decreases wrinkling of clothes.
5. Cycle — an automatic series of steps which a washer and dryer go through to wash or dry clothes.
6. Dispenser — a device which adds a laundry agent directly into washer or dryer during a cycle.
7. Dryer drum — the movable round chamber that holds and tumbles clothes while being dried.

8. Dryness control — an automatic device on a dryer which can be set to regulate the amount of moisture in clothes at the end of the cycle.
9. Fluffing — a tumbling, no-heat cycle (on a dryer) in which wrinkles, odors, dust and lint are removed.
10. Lint filters — devices in a washer or dryer that collect lint.
11. Permanent press cycles — cycles on the washer and dryer designed for the best washing results of permanent press garments.
12. Prewash — a short wash cycle during which clothes are agitated in the washing solution.
13. Reset control — this control restarts the washer or dryer that has automatically stopped due to a problem. After the problem is corrected, push the reset button; the machine will start in the cycle where it left off.
14. Service warranty — a statement of terms of service or parts replacement for an appliance.
15. Signals — bells, chimes, buzzers or lights that let you know when a cycle has ended.
16. Thermostat — a device which regulates temperature of water in a washer and air in a dryer.
17. Inner tub — wash basket in a washer where clothes are washed, rinsed, and water extracted.

STUDENT SELF-CHECK

Laundry Equipment Terms

Decide what laundry term fits each of the following descriptions and fill in the term on the crossword puzzle. Check your answers with those on page 5 .

Across:

2. Amount of clothes that can be satisfactorily washed or dried in a laundry appliance at one time, measured in gallons, pounds, or volume.
6. Opposite of wet.
7. A device which adds a laundry agent directly into washer or dryer during a cycle.
8. Devices which regulate cycles, times, temperatures, etc.
11. Control which regulates amount of moisture in clothes at end of drying cycle.
13. Bells, chimes, buzzers, or lights that let you know when a cycle has ended.
14. Movable round part of dryer that holds and tumbles clothes.
15. To clean.
16. A room for doing the family wash.
17. A short wash cycle where clothes are agitated in washing solution.
18. Wash basket.

Down:

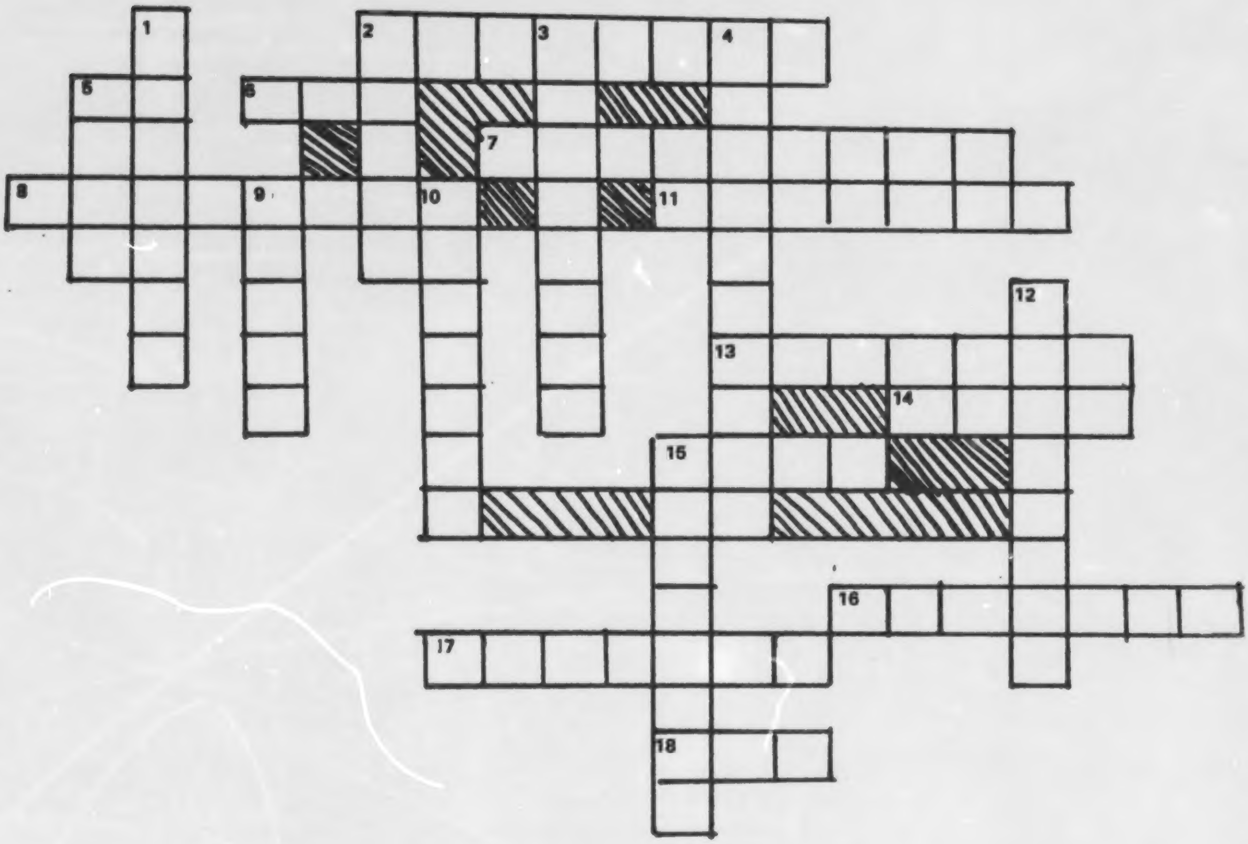
1. Nonautomatic washer.
2. An automatic series of steps which a washer and dryer go through to wash or dry clothes.
3. Washer part that creates motion in the clothes or water.
4. Device which regulates temperature of water in a washer and air in a dryer.
5. A ________ down period where cooler water and air decreases wrinkling of permanent press clothes.

9. A ____________ control restarts the washer or dryer that has automatically stopped due to a problem.

10. A _________ warranty states terms of service or parts replacement.

12. A tumbling cycle with no heat.

15. A _________ is a written statement of service terms.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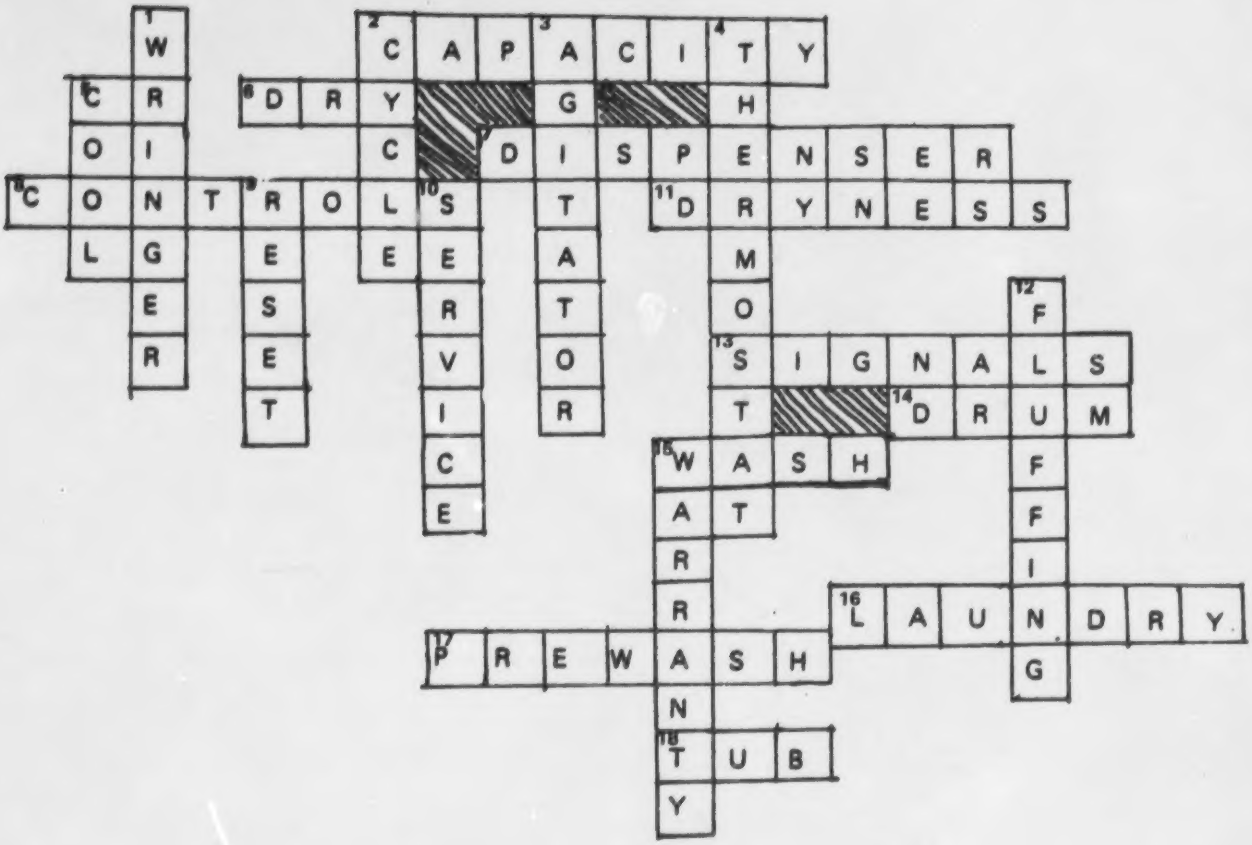
STUDENT SELF-CHECK

Laundry Equipment Terms

Answers


1 WRINGER
2 CAPACITY
2 CYCLE
3 AGITATOR
4 THERMOSTAT
5 COOL
6 DRY
7 DISPENSER
8 CONTROLS
9 RESET
10 SERVICE
11 DRYNESS
12 FLUFFING
13 SIGNALS
14 DRUM
15 WASH
15 WARRANTY
16 LAUNDRY
17 PREWASH
18 TUB

STUDENT INFORMATION

Laundry Today - Washers[1]

Modern washers can be divided into two main groups — the automatic type with tumbler and agitator, and the conventional type with wringer and twin tub or spinner.

Automatic washers fill, wash, rinse, spin, and damp dry automatically in the same tub. Agitator models are most common. Wash action depends on an agitator which moves the clothing through the water and the water through the clothing. The agitator is usually made of hard plastic, located in the center of the inner tub, and may or may not be removable.

Front-loaders or tumblers do not have agitators. These machines have extensions called "baffles" on the inside of the rotating inner tub which lift the clothes up out of the detergent solution then let them fall back into the water.

Each type automatic washer has advantages. Machines with agitators or top-loaders usually have a larger capacity, require no extra floor space for the door to open or for work room, and can be loaded and unloaded from a standing position. Articles may be added or removed at any time during the cycle without spilling water. Front-loaders or tumblers have tops that can be used for work space and usually use less water and detergent per load than top-loaders.

Quality, durability and safety of construction are important in a washer. Generally there are less variations in finishes and construction of laundry equipment than in other appliances. Exterior finishes are usually acrylic or polyester enamel on specially treated steel. The same finish may be used for the washer top on lower priced models, but porcelain enamel is preferred because of its resistance to moisture and stain. The interior chamber of any washer must be able to withstand moisture, abrasion, and alkalinity; procelain enamel and stainless steel are the most preferred choices.

Today's washers have specialized features. Dispensers for laundry additives are a feature increasing in popularity. Some are built in. Others can be placed on the agitator.

Bleach dispensers dilute bleach then add it to the wash water automatically. Optical brighteners in the detergent are allowed time to become affixed to the fabrics before bleach is added. Fabric softener dispensers add softener during final deep rinse. Dispensers for granular and liquid detergent are especially valuable when a soak cycle is used.

Most washers have some system for lint removal. One type circulates wash and rinse water through a filter or screen where the lint collects. This lint must be removed after each operation.

Another type is self-cleaning. Lint collected in a scientifically positioned channel is automatically flushed down the drain with the force of water expelled from the wash and rinse.

Suds-saver systems, a conservation feature on some models, hold wash water in a set tub to be used a second time.

All automatic washers have systems to protect the machine from imbalance during the spin cycle. Some have out-of-balance switches which turn the machine off when a load is unbalanced. Other models have a suspension system that can allow for unbalance and still continue the cycle.

Leveling guides or legs are standard. Some can be adjusted. Others are self-leveling.

Mini-tubs and mini-quick cycles are washer features that allow the user to wash a few garments, thus saving detergent, water and time.

Combination washer/dryers and the compact washers are special washer designs. Although the combination washer/dryer which washes then dries a load of clothes in one continuous operation is less popular than other washers, a few models are available for those who need to conserve space. Generally, this one-unit equipment has been replaced by smaller, compact washers and dryers.

The market for compacts, introduced several years ago, has been poor. However, interest in them is growing, particularly among couples whose children have grown and departed, newly-marrieds, and apartment dwellers with limited space. Compact washers can handle loads about half the size of standard automatics. Conventional washers, the wringers and spinners, are still selected by many consumers because of lower initial cost, no installation cost, portability (the washer may be stored in a place other than near the source of water and drain), limited service needed, and less water needed for total wash.

Washers require 120-volt electric service, a separate 15 or 20-amp grounded circuit and hot and cold water connections.

Ordinarily, washers need little maintenance. Exterior surfaces require only periodic washing with warm, soapy water. Clean control panels with clear water. Rim surfaces inside the wash tub and laundry supply dispensers may need extra cleaning. The wash tub is usually self-cleaning.

Cycles

The brain of the automatic washer is the control timer. It programs the sequence and time by which various functions take place during the washing process. There are two types of controls — programmed and selective. Programmed models automatically provide the right wash-rinse temperature, agitation and spin speeds when a button for the type wash load is pushed. Selective models, the most preferred and least expensive type, allow the user to select wash-rinse-spin combinations.

The simplest washers today frequently have at least three cycles -- regular, delicate and permanent press. Top of the line models may have eight or more.

STUDENT INFORMATION

Laundry Today - The Clothes Dryer[2]

Heat, motion, and evaporation are the forces at work in automatic clothes dryers. A dryer operates by taking in air from the room and heating it. The heated air goes into the dryer drum, where it circulates over and through wet clothes, absorbing moisture from the clothes and relaxing wrinkles in the garments. The saturated air is exhausted out and more hot dry air enters the dryer drum. This process continues throughout the drying cycle. Baffles or dryer drum extensions help move the wet clothes around as they dry in the heated air. Dryers operate on the same principle, whether they are powered by gas or electricity. Dryers have two kinds of controls--temperature controls and time and turn-off controls. Dryer temperature controls vary little from dryer to dryer and brand to brand.

1. Regular or high heat — used for cottons or linens.

2. Permanent press — designed for regular weight knits and other synthetic fabrics. Garments are tumbled in controlled heat until fibers become pliable and wrinkles relax; then in the last few minutes of the cycle, the heat turns off and clothes "cool down" and are tumbled without heat until fibers are less pliable. This keeps wrinkles from setting in. Clothes removed promptly and hung immediately need little or no ironing.

3. Delicate, knit or low — a cycle of reduced heat to prevent overdrying and shrinking of special fabrics.

4. Air fluff — operates the dryer at room temperature using only a time setting. Its main function is to freshen items or dry items that cannot be subjected to heat.

5. Damp dry — cycle for clothes that will be ironed immediately. A cycle regulates the degree of moisture left in fabrics so they will be ready for ironing.

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[1] Clemson University Extension Service, Clemson, SC 29631

6. Timer — with this control, the dial is set for the estimated time needed for drying.

7. Automatic time — a timer and thermostat regulate drying. Time and temperature settings are selected.

8. Electronic moisture sensing — this is an automatic control with built-in sensors in the dryer drum or door to monitor the level of moisture in the fabrics. Wet clothes contact the sensors and the moisture in the clothes completes an electric circuit.

Dryers have a number of features, some of which are vital to a serviceable machine and others whose convenience may or may not be worth the extra cost. Vital features include:

—Easily accessible lint filters.

—Smooth, durable finishes. The drum, due to its exposure to high levels of humidity, should be of a rust resistant finish such as enameled or galvanized steel, stainless steel, or teflon coating.

—Cabinets are constructed of sheet steel, usually finished with baked enamel on sides and front.

—Due to exposure, most tops are porcelain enamel because it resists stain and abrasion.

—Seals of approval--Underwriter's Laboratory for electric and American Gas Association for gas.

—A large opening for loading and unloading.

—Choice of outlets for venting.

—Controls--easy to read and operate.

Other features to consider:

—Light in drum or on dryer panel.

—Signal bells or buzzers.

—Stationary drying rack for no-tumbling drying.

Further, one must consider the appropriate size unit. Dryers handle loads for 5-20 pounds dry weight. Wet clothes weigh at least twice as much as dry ones. The portable or compact dryers do not have all the features of full-size models, but they serve certain families quite well. These units dry about one-half the load of regular models. Full-size dryers have approximately 3.5 times the heat input of compacts. The lower heat input of compacts results in an extended drying operation. However, low rate moisture evaporation and small loads do not necessitate outside venting. A dryer's life expectancy is 12-14 years. Most electric dryers require 208 or 240 volts to operate. Those operating on less volts require a much longer drying time and should be plugged into a separate 15-ampere grounded circuit. Gas dryers require a convenient gas line and an ordinary household electric outlet. Both need exhausts vented to the outside to channel heat, moisture, and lint out of the laundry area. Short duct work with few elbow bends is the most efficient design for the ventilation exhaust.

[2] Clemson University Extension Service, Clemson, SC 29631

No. 33

CHECK-OUT ACTIVITIES

Case Study

John and Libby Fowler have recently moved from a city apartment to a rural communtiy in the Southeast. Their young twins are in diapers and produce about eight loads of laundry each week. John owns and operates a small engine repair shop and changes clothes frequently because of the grit and grime that he acquires while working.

Libby conducts a small business that requires daily travel to and from her clients.

Their large home has low water pressure because the rural water district has a 5.08 cm (2 in) line, and the community is growing rapidly. Their home is served by an REA line for electricity. Their rural community doesn't offer a convenient coin-operated laundromat, so Libby and John are trying to decide on the purchase of a washer/dryer. The Fowlers feel they can afford about $500 for their purchase. A sale at O'Walleys, an established local appliance dealer, has encouraged them to consider their purchase even though Christmas is just around the corner.

The models they are discussing include:

Washers	Cost	Features
1. Nonautomatic	$200	Water saving
2. Automatic –Front loader	$325	Time fill Solid tub Mini-tub
3. Automatic –Top loader	$300	Metered fill Perforated tub Bleach, fabric softener, and detergent dispensers
4. Compact	$245	Portable Lint removal system

Dryers	Cost	Features
1. Gas dryer	$320	Electric Sensing Unit Electric ignition
2. Electric dryer	$275	Lighted control panel Variable heat settings Wrinkle-guard feature
3. Compact	$255	Finish buzzer 5 lb. limit

All washers and dryers are marked off 20%. All are UL or AGA approved, have a one-year warranty, and are highly rated in current consumer magazines. Which one of the quality washers and dryers best suits the Fowlers' needs? Defend your decision.

OBJECTIVE **MFE 41** **MODULE** **No. 33**

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING LAUNDRY EQUIPMENT**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

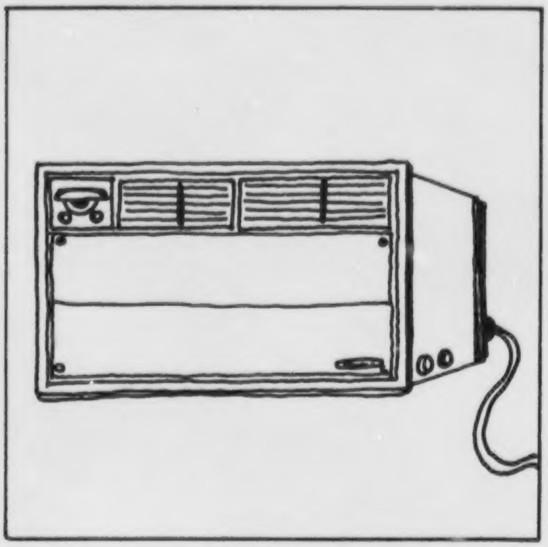
When selecting a washer and dryer, the student chose the laundry equipment according to the following criteria:

	Accomplished	Not Accomplished	Not Applicable
1. Budget specified.	☐	☐	☐
2. Design features to meet the needs of the family.	☐	☐	☐
3. Space available for dryer.	☐	☐	☐
4. Wiring and plumbing specifications.	☐	☐	☐
5. Warranty by the manufacturer.	☐	☐	☐
6. Service contract with a reputable dealer.	☐	☐	☐
7. Seals of approval.	☐	☐	☐
8. Energy efficiency.	☐	☐	☐
9. Consumer research rating in current consumer magazines.	☐	☐	☐

Objective MFE 41 and HHF 68 Module No. 34

Housing and Home Furnishings

SELECTING A ROOM AIR CONDITIONER



INTRODUCTION

A room air conditioner is a cooling unit put into a wall or a window. It is made to keep one room cool. You want to be comfortable in rooms where you spend a lot of time. Therefore, you might buy a room air conditioner for a kitchen, living room or den, and/or a bedroom. The size of the room you want to cool will determine the size air conditioner you need to buy. In this module you will learn how to select a room air conditioner.

Before you start to work on this module, be sure you have completed Module 28 , GUIDELINES FOR SELECTING MAJOR APPLIANCES.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given a case study showing family needs for a room air conditioner, a specific budget amount, catalogs, newspaper advertisements, and other consumer reference materials, select a room air conditioner.

Provided with a dirty air conditioner filter, water, screwdriver, detergent, pan and towel, wash filter.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING A ROOM AIR CONDITIONER.

Your instructor will give you a description of a family with a specific budget amount to spend for a room air conditioner. Select a room air conditioner.

Your instructor will provide you with a dirty air conditioner filter, water, screwdriver, detergent, pan and towel. Wash the filter.

LEARNING ACTIVITIES

1. READ about the size, power needs, design features, and care of the room air conditioner in a reference provided by your instructor,

   (and/or)______________________________ .

2. COMPLETE the Student Self-Check, COOL FACTS ABOUT THE ROOM AIR CONDITIONER, page 3,

   (and/or)______________________________ .

3. REVIEW the "Cooling-Load Estimate Form" designed by the Association of Home Appliance Manufacturers and published in a reference provided by your instructor,

   (and/or)______________________________ .

4. VISIT an appliance store and VIEW types of room air conditioners for design features, size specifications, wiring specifications, warranty, service, and finance plans available,

   (and/or)______________________________ .

5. READ current consumer magazines to find out how room air conditioners are grouped according to BTU's and which air conditioners are recommended and why,

   (and/or)______________________________ .

6. USING a catalog to identify capacity and wattage, FIGURE the energy efficiency rating of three room air conditioners,

   (and/or)______________________________ .

7. PLACE the warranty and use and care booklets for room air conditioners in your appliance file for future reference,

   (and/or)______________________________ .

8. INVITE a resource speaker from a local utility company to discuss factors to consider when purchasing a room air conditioner,

   (and/or)______________________________ .

9. READ and STUDY Student Information, STEPS IN CLEANING A ROOM AIR CONDITIONER FILTER, p. 3 ,

   (and/or)______________________________ .

10. OBSERVE a demonstration on cleaning an air conditioner filter by your instructor,

    (and/or)______________________________ .

11. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Cool Facts About the Room Air Conditioner

Using a reference provided by your instructor, answer these questions on a separate piece of paper. Check your answers with those on page 4 .

1. How does an air conditioner make us more comfortable?
2. What factors determine the size of the air conditioner you need?
3. A) Is it better to buy a unit slightly too small or too large?
   B) Why?
4. What are BTU's?
5. Can other appliances be connected to the same electrical circuit as an air conditioner?
6. How can you determine an air conditioner's energy efficiency rating?
7. What is the average energy efficiency rating?
8. What two seals should you look for when choosing a room air conditioner?
9. What design features should you look for when purchasing a room air conditioner?
10. What is the main task in caring for an air conditioner?

STUDENT INFORMATION

Steps in Cleaning a Room Air Conditioner Filter

Step 1 - Remove front panel of air conditioner by removing screws on all sides; disengage catches. Remove the filter from clips.

Step 2 - Shake out excess dust.

Step 3 - Wash in warm sudsy water.

Step 4 - Rinse in cool water.

Step 5 - Pat dry or drain on towel.

Step 6 - Refasten the filter over the clips. Reposition front panel.

STUDENT SELF-CHECK

Cool Facts About the Room Air Conditioner

Answers

1. A. cools the air
   B. removes some moisture
   C. moves air around

2. A. size of the opening into which the unit will be installed
   B. size of the room to be cooled
   C. total area of the windows in the room
   E. amount of insulation in walls and ceiling
   F. number of heat-producing appliances
   G. number of people who will be using the room

3. A. slightly too small
   B. because it will lower the humidity more than a too large unit and you will be more comfortable in the room

4. British thermal units which are numbers to rate an air conditioner's cooling capacity

5. No

6. Divide the cooling capacity (Btu's) by the wattage rating

$$\frac{\text{8000 Btu's}}{\text{860 wattage rating}} = \text{9.3 energy efficiency rating}$$

7. Energy efficiency rating of 6 is average

8. UL – Underwriters Laboratory (electrical safety seal)
   AHAM – Association of Home Appliance Manufacturers (Insures Btu rating is right)

9. A. compressor mounted outside the sealed window
   B. large cabinets are quieter
   C. fresh-air intake – stale-air exhaust
   D. thermostat
   E. movable louvers
   F. energy-saving switch
   G. removable inside mechanical system.

10. Cleaning the filter

No. 34

CHECK-OUT ACTIVITY

Case Study

Diane and Dale Richardson recently bought a duplex apartment. They find that they need at least a 5,000 BTU model window unit room air conditioner. They anticipate spending about $250 for this purchase. The Richardsons have decided that it should go in the den as a window is available there for the unit and the den is where they spend most of their time — reading, watching TV, and pursuing their hobbies. The den is paneled and has plush shag carpeting. Study the models below. All models are UL and AHAM approved, have a one-year warranty, will be serviced by the local dealer, and are rated highly in current consumer reports. Select the best one for the Richardsons and defend your answer.

	Air Conditioner	Cost
A.	5,000 BTU model, one speed fan, high efficiency, beige/black steel cabinet, 22.2 kg (49 lbs)	$175
B.	5,000 BTU model, two-speed fan, air exhaust control, power saver switch, woodgrain grille, 22.7 kg (50 lbs)	$205
C.	5,000 BTU model, three-speed fan, adjustable thermostat, two-way air direction, air exhaust control, power saver switch, woodgrain plastic cabinet, 31.8 kg (70 lbs)	$225
D.	5,000 BTU model, three-speed fan, four-way air direction, air exhaust control, power saver switch, adjustable thermostat, woodgrain plastic cabinet, 49.9 kg (110 lbs)	$340
E.	6,000 BTU model, three-speed fan, four-way air direction, air exhaust control, power saver switch, adjustable thermostat, rigid air filter, woodgrain panels, 52.2 kg (115 lbs)	$375

OBJECTIVE MFE 41 and HHF 68 MODULE No. 34

EVALUATOR'S FINAL CHECKLIST

Title: **SELECTING A ROOM AIR CONDITIONER**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
The student selected a room air conditioner, using the following criteria:			
1. Within budget specified.	☐	☐	☐
2. Designed to meet family needs.	☐	☐	☐
3. Sized to fit opening.	☐	☐	☐
4. Wiring specifications.	☐	☐	☐
5. Warranty by the manufacturer.	☐	☐	☐
6. UL seal of approval for electrical safety.	☐	☐	☐
7. AHAM seal to ensure accurate Btu-per-hour rating.	☐	☐	☐
8. Service contract with dealer.	☐	☐	☐
9. Consumer research rating in current consumer magazines.	☐	☐	☐
10. Average or above average energy efficiency rating.	☐	☐	☐
11. Reputable dealer.	☐	☐	☐
The student washed the air conditioner filter and it was:			
1. Free from dust.	☐	☐	☐
2. Free from lint.	☐	☐	☐
3. Free from household odors.	☐	☐	☐

Objective MFE 42

Module No. 35

Housing and Home Furnishings

SELECTING EQUIPMENT FOR FLOOR CARE

Before you start to work on this module, be sure you have completed the module on GUIDELINES FOR SELECTING MAJOR APPLIANCES.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a case study showing family needs for equipment for floor care and a specific budget amount, select equipment for floor care.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SELECTING EQUIPMENT FOR FLOOR CARE.

Your instructor will give you a description of a family with a specific budget amount to spend for floor care equipment. Select equipment for floor care.

INTRODUCTION

Floor care equipment is needed to clean bare floors as well as covered floors. One can use brooms and mops to clean bare and smooth-covered floors. Because of their convenience and effectiveness, electrical floor care appliances such as vacuum cleaners, shampooers, and polishers are taking the place of nonelectric floor care equipment.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2 ,

   (and/or)______________________________.

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 2 .

3. READ about floor care equipment in a reference provided by your instructor,

   (and/or)______________________________.

4. READ current consumer magazines to find out the recommendations for floor care equipment brands, features, price range, etc.,

   (and/or)______________________________.

5. OBSERVE a demonstration of floor care equipment by a reputable dealer of a nationally advertised brand. ASK the demonstrator to EXPLAIN the warranty, price, service, UL seal of approval, and finance plans available,

   (and/or)______________________________.

6. INVESTIGATE the cost of renting a floor shampooer-polisher and the cleaning agent needed to clean and/or polish an average-size room,

   (and/or)______________________________.

7. COMPARE the cost of renting a shampooer-polisher to the cost of buying a shampooer-polisher attachment,

   (and/or)______________________________.

8. SUMMARIZE your findings about the floor shampooer-polisher in writing,

   (and/or)______________________________.

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Suction – drawing in
2. Agitation – stirring up
3. Sweeping – cleaning with a broom or brush with a back-and-forth motion.
4. Vacuum cleaner – a machine for cleaning carpets, floors, upholstery, etc., by suction.
5. Attachment – a part or accessory which can be put on floor care equipment to do special cleaning jobs.
6. Power nozzle – a high-powered attachment which goes on the extension wand for suction, agitation, and sweeping action.
7. Disposable dust bag – throwaway dust bag which has to be replaced.
8. Nondisposible dust bag – attached, permanent dust bag.
9. Extension wand – metal tube.
10. Floor polisher – a machine used to apply floor wax and to buff or polish floors.
11. Floor shampooer – attachment for the floor polisher to wash rugs and carpets.
12. Cleaning agent – rug shampoo.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper, number 1-12. Match the terms with the correct definition by writing the letter by the appropriate number. Check your answers with those on page 4 .

No. 35

Terms:

1. Suction
2. Agitation
3. Sweeping
4. Vacuum cleaner
5. Attachment
6. Power nozzle
7. Disposable dust bag
8. Nondisposable dust bag
9. Extension wand
10. Floor polisher
11. Floor shampooer
12. Cleaning agent

Definitions:

A. Cleaning with a broom or brush in a back-and-forth motion.

B. Throwaway dust bag which has to be replaced.

C. Metal tube.

D. Drawing in.

E. A part or accessory which can be put on floor care equipment to do a special cleaning job.

F. Stirring up.

G. Attached, permanent dust bag.

H. Used to apply floor wax and to buff or polish floors.

I. Rug shampoo.

J. Attachment for the floor polisher to wash rugs and carpets.

K. A machine for cleaning carpets, floors, upholstery, etc., by suction, agitation and/or sweeping action.

L. A high-powered attachment which goes on the extension wand for suction, agitation, and sweeping action.

STUDENT SELF-CHECK

Terms to Know

Answers

1. D
2. F
3. A
4. K
5. E
6. L
7. B
8. G
9. C
10. H
11. J
12. I

No. 35

CHECK-OUT ACTIVITY

Case Study

The Dionnes, a retired couple, own a small, colonial-styled home in the country. They keep many pets — two large collies, six cats, fish, birds, and a pet racoon, Shelby. They usually let the four-legged critters roam throughout the house. Lately, they have noticed a considerable amount of animal fur on the floors and furniture. Consequently, they have decided to try to clean all their floors and then keep the animals downstairs in their linoleum-covered basement. Their upstairs carpets are a coffee-colored, low plush pile.

Mrs. Dionnes enjoys sewing and painting. Mr. Dionnes' hobbies include woodworking and coin collecting.

The Dionnes own an old canister vacuum cleaner, but they want to purchase a new appliance that will suit their lifestyle and budget. They have about $200 they can spend if they do not pay a professional carpet cleaner. They can rent a shampooer for a reasonable cost from the same local dealer who sells vacuum cleaners. Review the following models and select the most appropriate floor care appliance for the Dionnes. Defend your choice.

All models are UL approved, have a one-year warranty, and are rated highly in consumer magazines.

	Vacuum cleaner	Cost
A.	Hand vacuum, 1-speed motor, 1.0 HP, plastic housing, washable filters, 1.2 m (4 ft) vinyl hose, all-purpose nozzle, 5.5 m (18 ft) cord, 110-120 volt, 4.5 kg (10 lbs)	$ 50
B.	Indoor/Outdoor Wet/Dry Vacuum, 1.7 HP, 26.5 l (7 gal) tank, 7-piece attachment set, stainless steel tank, 4 casters, reusable foam filter for wet pickup, cloth filter for dry pickup, 3.7 m (12 ft) hose, 35.6 cm (4 in) wide nozzle, 5.5 m (18 ft) cord, 110-120 volt, 16.3 kg (36 lbs)	$200
C.	Suction canister vacuum, 1-speed motor, 2 HP, 2 attachment ports — one for suction, one for blowing, 6 attachments, 1.8 m (6 ft) vinyl hose. Tools are stored on vacuum body, 6.1 m (20 ft) cord, 110-120 volt, 10 kg (22 lbs)	$100
D.	Upright vacuum, power suction, 3-position handle, pile-height settings, 6.6 l (7 qt) capacity, 5.8 m (19 ft) cord. Attachments sold separately, 110-120 volt, 10 kg (22 lbs)	$150
	6 attachments	$ 25

OBJECTIVE MFE 42 MODULE No. 35

EVALUATOR'S FINAL CHECKLIST

Title: SELECTING EQUIPMENT FOR FLOOR CARE

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

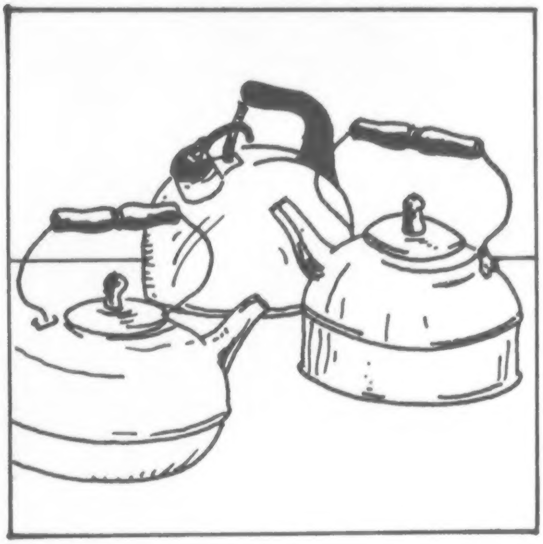
The student selected the floor care equipment, based on the following criteria:

	Accomplished	Not Accomplished	Not Applicable
1. Kind of floor coverings the family has.	[ ]	[ ]	[ ]
2. Special attachments to do certain cleaning jobs.	[ ]	[ ]	[ ]
3. Warranty by the manufacturer.	[ ]	[ ]	[ ]
4. Service contract with the dealer.	[ ]	[ ]	[ ]
5. Consumer research rating in current consumer magazines.	[ ]	[ ]	[ ]
6. Safety features with seals of approval.	[ ]	[ ]	[ ]
7. Reputable dealer.	[ ]	[ ]	[ ]
8. Specified budget and needs of family in case study.	[ ]	[ ]	[ ]

Objective HHF Nos. 18, 21, 22 Module No. 36

Housing and Home Furnishings

CLEANING ALUMINUM AND COPPER SURFACES



INTRODUCTION

Our modern homes use aluminum and copper frequently in the trim on furniture and appliances. One reason for the popularity of these materials is that the cleaning and care is very simple and can be done with a minimum of effort and time. Properly cared for, aluminum and copper will last throughout the life of the furniture or equipment. Every homemaker will take pride in the clean, shiny appearance of these materials. In this module you will learn how to properly care for and clean aluminum and copper.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Provided with a soiled aluminum surface, container, cleaning compound, fine steel wool pads, soft cloths and detergent, clean the aluminum surface.

Provided with a lacquered copper surfaced utensil, detergent and cloths, clean the lacquered copper.

Provided with a copper surfaced utensil, copper cleaner, cloths and detergent, clean the copper.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING ALUMINUM AND COPPER SURFACES.

The instructor will provide a soiled aluminum surface, container, cleaning compound, fine steel wool pads, soft cloths and detergent. Clean the aluminum surface.

The instructor will provide a lacquered copper surfaced utensil, detergent and cloths. Clean the copper.

The instructor will provide a copper surfaced utensil, copper cleaner, cloths and detergent. Clean the copper.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)__________________________ .

2. CHECK your knowledge by completing Student Self-Check, TERMS TO KNOW, p. 3.

3. View an exhibit of aluminum, lacquered copper, and copper items found in the home and/or classroom,

   (and/or)__________________________.

4. READ Student Information, CARE OF ALUMINUM, p. 3,

   (and/or)__________________________ .

5. READ Student Information, CARE OF COPPER, p. 3,

   (and/or)__________________________ .

6. PRACTICE cleaning aluminum and copper at home or in the classroom,

   (and/or)__________________________ .

7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Anodized aluminum – Aluminum especially treated to have a nonshiny or frosty appearance.
2. Polished aluminum – Aluminum with a very shiny appearance.
3. Whiting – A fine powder made of chalk which is used in cleaning powders.
4. Lacquered copper – Copper which has been coated with a special protective film to prevent tarnishing.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper number from 1 to 4. Write the letter of the definition which best applies to each term by the appropriate number. Check your answers with those on page 4.

TERMS

1. polished aluminum
2. lacquered copper
3. whiting
4. anodized aluminum

DEFINITIONS

A. Aluminum especially treated to have a nonshiny or frosty appearance.

B. Copper which has been coated with a protective film.

C. Aluminum with a shiny surface.

D. A fine powder used in cleaning powders.

STUDENT INFORMATION

Care of Aluminum

Furniture — Some parts of contemporary furniture are made of aluminum. One reason for using it is ease of upkeep. Properly cared for, aluminum should require only dusting and occasional wiping with a soft, damp cloth.

When necessary, wash with hot, soapy water; rinse and dry with soft cloth. Do not use abrasives, cleansing powders, etc. Do not use strong soaps or detergents because they contain alkali and can cause pitting of aluminum. If any materials have hardened on aluminum, a soft, damp cloth dipped in fine whiting can be used to gently rub away the dirt. Then wash, rinse, and dry.

Cooking Utensils — The largest use of aluminum in the home is for cooking utensils. New aluminum utensils can be kept bright and shining for a long time by using a mild soap and water, if care is taken not to burn food in them. Rinse well with hot water and polish with a soft dish towel.

If food is burned or scorched in an aluminum utensil, fill it with water, allow it to boil, them remove the softened food with a wooden spoon or scraper. Finish removing the stain with steel wool. Steel wool soap pads are the best and least-damaging cleaner for aluminum. Although it scratches the surface, the scratches are so fine that no damage is caused. In using steel wool, rub in one direction only, not with a circular motion.

Some commercial cleaners are available for cleaning aluminum. If these are used, be sure to follow the directions on the label. Avoid putting aluminum utensils in the dishwasher, as the strong detergents used in dishwashers will dull the sheen of polished aluminum.

STUDENT INFORMATION

Care of Copper

Copper is used in many decorative ornaments and fixtures in the home. Since copper is a good conductor of heat, it is also used in cooking utensils. When copper is used in lamps or other home furnishings, it is usually coated with lacquer to prevent corrosion and tarnish. These lacquered accessories should not be polished. If cleaning is required, the lacquered metal should be washed in lukewarm water and wiped dry. Do not use hot water or allow it to soak, as this might crack the lacquer.

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Newly purchased copper cooking utensils may be covered with a protective film of lacquer. This must be removed before the utensil can be used for cooking. To remove lacquer, cover the utensil with boiling water and let it stand until the water has cooled and the lacquer will peel off.

To remove damaged lacquer from an ornamental fixture that cannot be soaked in water, rub the article with a soft cloth moistened with denatured alcohol. Once the lacquer is removed, the unprotected metal will tarnish and require polishing.

Polishes made especially for copper are found in stores. A good homemade polish consists of a paste made by mixing equal parts of salt, vinegar and flour. Rub the copper with this mixture until it is clean, then wash in hot suds, rinse and polish. Always wash copper thoroughly with soapsuds after using acids or commercial polishes, or they will retarnish rapidly.

STUDENT SELF-CHECK

Terms to Know

Answers

1. C
2. B
3. D
4. A

OBJECTIVE HHF Nos. 18, 21, 22 **MODULE** No. 36

EVALUATOR'S FINAL CHECKLIST

Title: CLEANING ALUMINUM AND COPPER SURFACES

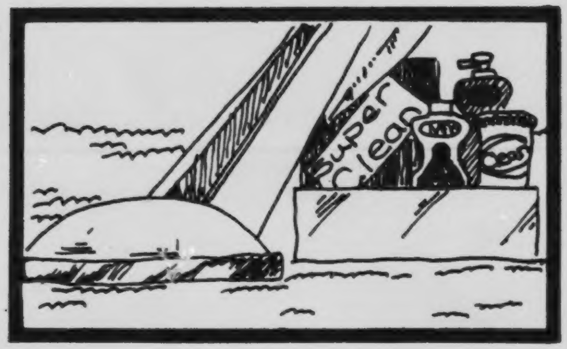
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In cleaning aluminum and copper surfaces, the student:	Accomplished	Not Accomplished	Not Applicable
1. Aluminum:			
A. Cleaned surface free of stains, food particles, water spots and grime.	☐	☐	☐
B. Shined surface to a highly polished or satiny sheen.	☐	☐	☐
2. Lacquered copper:			
A. Cleaned surface free of soiled spots, water spots, and cleaner residues.	☐	☐	☐
3. Nonlaquered copper:			
A. Cleaned surface free of tarnish, soiled spots, water spots, and cleaner residue.	☐	☐	☐

Objective HHF No. 26 Module No. 37

Housing and Home Furnishings

CLEANING MARBLE SURFACES



INTRODUCTION

Marble is a form of limestone and is found in many colors and combinations of colors. It is a gift of the prehistoric past, as most marble is from 500 to 700 million years old. Marble is especially adaptable to modern design and is in great demand because of its beauty and easy-care qualities. Marble is a luxury product used on floors, table and counter tops, and in a variety of home accessories. It will retain its original beauty if care is taken to use only recommended products to clean it. In this module you will learn how to properly care for marble surfaces.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given soft cloths, cleaning compound, detergent, and a marble surface, clean the marble surface.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING MARBLE SURFACES.

The instructor will provide a marble surface, soft cloths, cleaning compound, and detergent. Clean the marble surface.

LEARNING ACTIVITIES

1. READ Student Information, CARE OF MARBLE, p. 2,

   (and/or)___________________________.

2. WATCH teacher demonstration on how to make and apply a poultice to clean stained marble,

   (and/or)____________________________.

3. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Care of Marble [1]

Old or new marble has a natural beauty in furnishings. To preserve the brightness and luster of old or new marble in good condition, wash with clean cloths and fresh lukewarm water. Twice a year wash with a mild detergent to remove any residue. Waxing is not necessary for marble and is not recommended for white marble, as a yellowish tone develops in time. Marble companies make special protective sealers for those consumers wishing them.

Stains are drawn out of marble by means of poulticing. The principle of poulticing is to keep the necessary bleach or solvent moist for a long period while the stain is drawn from the marble to the poultice that absorbs it. Whiting can be mixed with the suitable cleaning agents and spread on the stain to serve as a poultice, or an absorbent white paper (blotter, paper napkins, or cleansing tissue) can be soaked in the required solution and placed on the stain. In either case, keep the poultice moist while the stain is being drawn out of the marble. This is easily done by covering it with a piece of plastic wrap material. The process may take from one to forty-eight hours, depending on the type and age of stain.

Special products have been developed for use in cleaning marble and can be purchased at special supply houses.

Poultice for Organic Stains
(tea, coffee, tobacco, soft drinks, etc.)

Method 1. Whiting Poultice

How to make:

Hydrogen peroxide (hair bleach strength). Household ammonia (clear). Whiting. Plastic wrap material.

How to use:

Make poultice by making a paste of hydrogen peroxide and whiting. Add few drops of ammonia. Spread paste on stains. Cover with plastic and allow to stand several hours. More than one application may be necessary. Rinse and dry thoroughly.

How to store:

Do not save poultice. Mix only enough for immediate use.

Method 2. Poultice without Whiting

How to make:

Hydrogen peroxide (hair bleach strength). Household ammonia (clear). Absorbent paper (blotter, paper napkin, cleansing tissue).

How to use:

Add a few drops of ammonia to a small amount of hydrogen peroxide. Saturate absorbent paper with mixture and place over stains. Cover with plastic wrap sheet to keep moist. Allow to stand several hours. More than one application may be necessary. Rinse and dry thoroughly.

How to store:

Do not save poultice. Mix only enough for immediate use.

Poultice for Oil Stains
(butter, salad oils, etc.)

Method 1. Whiting Poultice

How to make:

Make poultice solution of equal parts of amyl acetate and acetone, household ammonia (clear), and whiting.

How to use:

Wipe surface of marble with a cloth dampened with ammonia. Make paste of poultice solution and whiting. Spread paste over stain. Cover with plastic wrap material to keep moist. Allow to stand several hours. More than one application may be needed. Rinse and dry thoroughly. If some color remains, use poultice recommended for organic stains.

How to store:

Store ingredients separately. Do not save poultice. Mix only enough for immediate use.

Method 2. Poultice without Whiting

How to make:

Make poultice solution of equal parts of amyl acetate and acetone, household ammonia (clear), and an absorbent paper (blotter, paper napkin or cleansing tissue).

How to use:

Wipe surface of marble first with a cloth dampened with ammonia. Saturate absorbent paper with poultice solution and place over stain. Cover with plastic wrap material to keep moist. Allow to stand several hours. More than one application may be needed. Rinse and dry thoroughly. If some color remains, use poultice recommended for organic stains.

How to store:

Store ingredients separately. Do not save poultice. Mix only enough for immediate use.

Removing Rust Stains

Rust stains require a manufactured rust remover that can be purchased at special supply houses.

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[1] Clemson University Extension Service, The Care and Cleaning of Furniture and Furnishings. HE Circular 260.

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OBJECTIVE HHF No. 26 **MODULE** No. 37

EVALUATOR'S FINAL CHECKLIST

Title: CLEANING MARBLE SURFACES

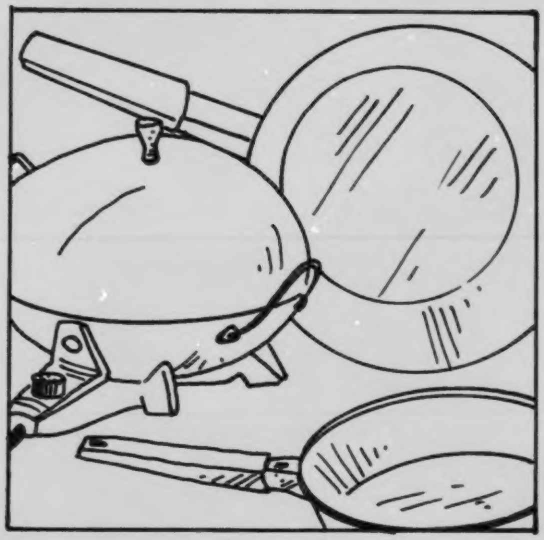
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In cleaning a marble surface, the student:	Accomplished	Not Accomplished	Not Applicable
1. Removed loose dirt and other particles.	☐	☐	☐
2. Removed stains with cleaner.	☐	☐	☐
3. Cleaned surface so that it was free of streaks and had glossy appearance.	☐	☐	☐

Objective HHF Nos. 27, 29 Module No. 38

Housing and Home Furnishings

CLEANING STAINLESS STEEL AND NONSTICK SURFACES



INTRODUCTION

Every homemaker likes to use products that are easy to care for. Both stainless steel and nonstick surfaces are not only easy to keep clean, but they are also very attractive and will add to the beauty of the home. In this module you will learn how to care for stainless steel and nonstick surfaces.

Read the objectives. If you feel that you are already able to perform the tasks, read the Check-Out Activities. Then, either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the tasks.

OBJECTIVES

Given detergent, soft cloths, fine steel wool or chemical cleaner, and a stainless steel surface, clean the stainless steel surface.

Given soft cloths, detergent, cleaner, and a nonstick surface, clean the nonstick surface.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING STAINLESS STEEL AND NONSTICK SURFACES.

The instructor will provide detergent, soft cloths, fine steel wool or chemical cleaner, and a stainless steel surface. Clean the surface.

The instructor will provide soft cloths, detergent, cleaning compound, and a nonstick surface. Clean the surface.

LEARNING ACTIVITIES

1. READ Student Information, CARE OF STAINLESS STEEL, p. 2,

   (and/or)__________________________.

2. IDENTIFY items made of stainless steel in the classroom,

   (and/or)__________________________.

3. READ Student Information, CARE OF NONSTICK SURFACES, p. 2,

   (and/or)__________________________.

4. COMPARE a pan with nonstick lining to an uncoated pan. Note differences in texture, weight, and appearance,

   (and/or)__________________________.

5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Care of Stainless Steel

Stainless steel is used for some parts of contemporary furniture because it is very easy to keep clean. Properly cared for, stainless steel on furniture requires only dusting and an occasional wiping with a soft, damp cloth. If necessary, it can be washed with hot soapy water, rinsed, and dried with a soft cloth. Do not use abrasives or steel wool on furniture.

The main use for stainless steel in the home is for cooking utensils. Stainless steel is rustproof, but salt and acids in foods can cause pit marks if left in the container too long. If spots do appear, clean the utensil with fine steel wool or fine steel wool with scouring powder. Polish with a soft cloth. Special cleaners are made for stainless steel cooking utensils. To clean stainless steel sinks and counters, use diluted soapy ammonia. Rinse and wipe dry.

Stainless steel tableware is becoming very popular as it is both practical and pretty. Stainless steel tableware should be washed immediately after use to avoid pitting from acids and salt in food. Stainless steel never tarnishes but the harsh detergents used in electric dishwashers can cause a film which gives the tableware a dull appearance. This film can be removed by polishing the tableware with a silver polish. Never use steel wool on tableware.

STUDENT INFORMATION

Care of Nonstick Surfaces

Much of our nonstick cookware is coated with Teflon® which is the Dupont trademark for this unusual utensil. Proper care is necessary if the cookware is to keep its nonstick properties. A new utensil requires pretreatment before it is used. Wash the new utensil in hot soapy water, rinse and wipe dry. Lightly grease the nonstick surface with cooking oil.

After use, wash the utensil thoroughly. If there is a stubborn spot, use a rubber scraper or nylon mesh dish pad. Do not use steel wool or scouring powder on nonstick surfaces as they will cause scratches in the surface. Scratches do not affect the nonstick quality of the coating, but they do spoil the appearance of the pan. In order to avoid scratches, use accessories which are designed for use on nonstick surfaces.

If stains are allowed to build up, this also affects the beauty of the cookware. Commercial preparations are available to clean nonstick surfaces. However, you can make a cleaner at home by preparing a solution of 250 ml (l cup) of water, 30 ml (3 tbsps.) of baking soda, and 125 ml (½ cup) of chlorine bleach. Put enough of this solution in the pan to cover the stain and boil it for 5 to 10 minutes. Wash, rinse and dry the pan. Before using the pan again, pretreat it with cooking oil.

If the nonstick finish is badly damaged it can be refinished, but this must be done by a professional.

OBJECTIVE HHF Nos. 27 & 29 **MODULE** No. 38

EVALUATOR'S FINAL CHECKLIST

Title: **CLEANING STAINLESS STEEL AND NONSTICK SURFACES**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
Stainless Steel			
Cleaned surface was free of:			
A. Film	☐	☐	☐
B. Water spots	☐	☐	☐
C. Food particles	☐	☐	☐
D. Grime	☐	☐	☐
E. Cleaner residue	☐	☐	☐
Nonstick Surfaces			
Cleaned surface was free of:			
A. Cleaner residue	☐	☐	☐
B. Food particles	☐	☐	☐
C. Discoloration	☐	☐	☐

Objective HHF 36, 37, 38

Module No. 39

Housing and Home Furnishings

POLISHING BRASS, BRONZE, CHROMIUM, SILVER AND PEWTER

CLEAN
FLO
POLISH
SHINE

INTRODUCTION

Many decorative items in the home are made of brass, bronze, chromium and pewter. Tableware and holloware are sometimes made of silver. Since these items are expensive, the smart homemaker will want to care for them properly so that they will last for many years. Following a few simple guidelines is all that is necessary to keep these items beautiful. In this module you will learn how to polish and care for brass, bronze, chromium, silver, and pewter.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Using detergent, chemical cleaner, polish, soft cloths, and assigned brass/bronze item, polish the item.

Using detergent, chemical cleaner, polish, soft cloths, and chromium surface provided, polish the chromium surface.

Given silver/pewter item, detergent, cleaner, polish, and soft cloth, polish the item.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, POLISHING BRASS, BRONZE, CHROMIUM, SILVER, AND PEWTER.

Your instructor will provide detergent, chemical cleaner, polish, soft cloths, and assigned brass/bronze item. Polish the item.

Your instructor will provide detergent, chemical cleaner, polish, soft cloth, and chromium surface. Polish the chromium surface.

Your instructor will provide silver/pewter item, detergent, cleaner, polish, and soft cloth. Polish the item.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, GLOSSARY OF TERMS, p. 2 ,

   (and/or)________________________ .

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 3 .
3. STUDY Student Information, POLISHING BRASS AND BRONZE, p. 3 ,

   (and/or)________________________ .

4. COMPLETE Student Self-Check, POLISHING BRASS AND BRONZE, p. 3 .
5. STUDY Student Information, CARING FOR CHROMIUM, p. 4 ,

   (and/or)________________________ .

6. COMPLETE Student Self-Check, CHROMIUM, p. 4 .
7. STUDY Student Information, CARE OF SILVER, p. 4 ,

   (and/or)________________________ .

8. COMPLETE Student Self-Check, CARE OF SILVER, p. 5 .
9. STUDY Student Information, CARE OF PEWTER, p. 5 ,

   (and/or)________________________ .

10. COMPLETE Student Self-Check, CARE OF PEWTER, p. 5 .
11. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Antique – Very old or valuable. Styled from the past.
2. Corrosion – Heavy tarnish that eats away the metal.
3. Flatware – All knives, forks, and spoons, including those used in serving foods.
4. Holloware – Dishes, bowls, tea sets, trays, and other pieces made of silver.
5. Household ammonia – Common cleaning compound.
6. Lacquered – Special film applied to a metal to prevent tarnish.
7. Linseed oil – Oil made from the seeds of flax and used in furniture polish.
8. Ornamental – Highly decorated silver.
9. Plating – A coating of one metal that has been applied to another metal.
10. Rottenstone – A soft stone, available in powdered form.
11. Tarnish – Darkening of silver or other metals.
12. Whiting – A very fine preparation of chalk which is used in cleaning powders.

STUDENT SELF-CHECK

Terms to Know

Match the following terms with their correct definitions. Write your answers on a separate sheet of paper. Check your answers with those on page 6 .

TERMS

1. Flatware
2. Holloware
3. Rottenstone
4. Linseed oil
5. Plating
6. Tarnish
7. Corrosion
8. Lacquered
9. Household ammonia
10. Whiting

DEFINITIONS

A. Coating of metal

B. Common cleaning compound

C. Special film applied to metal

D. Dishes, bowls, and trays

E. Darkening of silver or other metals

F. Fine preparation of chalk

G. Soft stone, available in powdered form

H. Spoons, forks, and knives

I. Oil used in furniture polish

J. Heavy tarnish that damages metal

STUDENT INFORMATION

Polishing Brass and Bronze

Brass and bronze decorative items are often lacquered to protect the surface from tarnish. Lacquered items should never be soaked in water or polished with a commercial cleaner, as these will cause the lacquer to crack. Lacquered items need only dusting. Heavily soiled lacquered metals can be cleaned with a soft cloth that has been dampened with lukewarm water and mild soapsuds. It should be rinsed immediately and dried well.

Unlacquered brass or bronze is easier to clean if it is first washed with hot, sudsy water. After drying, it can be polished with a commercial cleaner. Follow the directions on the container. Polish with a soft cloth to give the metal a bright finish.

If you prefer a soft finish, you can make a paste of rottenstone and linseed oil or fine whiting and linseed oil. Apply this paste with a soft cloth and rub to remove tarnish. Then polish with a soft, dry cloth. When making this paste, mix only enough to use at one time.

Heavy corrosion can be removed by dipping a slice of fresh lemon in table salt and rubbing it over the corroded area. Repeat until all corrosion is gone. Then wash the item with soapsuds to remove all traces of acid, and polish it with a soft cloth. Do not use this method of cleaning on lacquered copper or bronze.

STUDENT SELF-CHECK

Polishing Brass and Bronze

On a separate sheet of paper write down the numbers of the statements below which are true in relation to brass and bronze. Check your answers with those on page 6 .

1. Lacquered items should never be soaked in water.

2. Lacquered items can be cleaned with a soft cloth dampened with lukewarm water and mild soapsuds.

3. Unlacquered brass and bronze should be washed in hot, soapy water.

4. Never use a commercial cleaner to polish brass and bronze.

5. Heavy corrosion can be removed by using a slice of lemon dipped in table salt.

STUDENT INFORMATION

Caring for Chromium

Chromium is used for trim on major appliances in the home and for the outer surfaces of some small appliances such as toasters, waffle irons, and food mixers. It is also used as a plating on plumbing fixtures and for making metal furniture. Chromium can be recognized by its bluish sheen.

Chromium can be cared for simply by wiping with a soft, damp cloth and polished with a soft, dry cloth. If necessary, it can be washed with a mild soap. Metal polishes or cleaning powders should never be used on chromium, as the plating can be worn off. If dirt or grease has hardened on the surface, fine whiting on a soft cloth can be used to remove it by rubbing very carefully. Afterwards, wipe with a damp cloth and dry.

STUDENT SELF-CHECK

Chromium

On a separate sheet of paper write down the numbers of the statements which are true in relation to chromium. Check your answers with those on page 6 .

1. Chromium has a bluish sheen.

2. Metal polishes should be used to clean chromium.

3. Cleansing powder is recommended as a cleaning agent for chromium.

STUDENT INFORMATION

Care of Silver

Tarnish on silver is caused by a deposit of silver sulfide on the surface of silver. It may be caused by sulphur found in the air or in foods. Constant use and frequent washing will remove the sulphur particles before they have a chance to cause tarnish. Silver should always be washed promptly after meals. Wash silver separately from other dishes in hot, soapy water. It should be rinsed in clear, hot water and dried immediately.

If silver flatware is not used every day, keep it in tarnish-preventive bags or in a silver chest. Ornamental pieces should be dusted regularly and washed once a week to keep them bright.

When silver becomes tarnished, the best way to clean it is to use a good commercial polish. These polishes are available in liquid, powder, or paste form. Wash the silver first and then apply polish with a soft cloth or sponge. Rub each piece lengthwise, never across or with a circular stroke. A small brush (even a soft toothbrush) may be used to clean deep crevices in ornamental silver. Next, wash the silver in hot, soapy water and rinse in hot, clean water. Dry and polish silver with a soft cloth. Any cleaner that is left on silver will cause it to tarnish again quickly.

A good silver polish can be made at home by mixing three parts fine whiting with one part household ammonia. Use this paste as indicated above. Mix only what you will use at one time.

STUDENT SELF-CHECK

Care of Silver

On a separate sheet of paper, number from 1-4. Complete the following statements and write the correct answer by the appropriate number. Check your answers with those on page 6 .

1. Tarnish on silver is caused by a deposit of silver __________ on the surface of silver.

2. Silver should always be __________ promptly after meals.

3. Clean tarnished silver with a __________ polish.

4. The direction to rub each piece of silver is ____________________.

STUDENT INFORMATION

Care of Pewter

Pewter is a very old metal that is becoming more popular again. It is a mixture of several metals, usually tin with lead. Modern pewter is lead free and does not darken as antique pewter does. Both modern and antique pewter are made today.

Modern pewter is simple to care for. Simply wash it in hot, soapy water; rinse and dry. Then polish it by rubbing in one direction.

The antique pewter contains lead which causes it to darken. Although darkening adds to the charm of pewter, some of the tarnish needs to be removed. You can clean it with a good quality silver polish or a polish made especially for pewter. After cleaning, wash in hot, soapy water. Rinse well and dry by rubbing in one direction.

STUDENT SELF-CHECK

Care of Pewter

On a separate sheet of paper write down the numbers of the statements which are true in relation to pewter. Check your answers with those on page 6 .

1. Pewter is a mixture of several metals.

2. Modern pewter darkens as antique pewter does.

3. Caring for pewter is very troublesome and difficult.

4. Antique pewter contains lead.

5. Clean tarnished pewter by using a good quality silver polish.

STUDENT SELF-CHECK

Terms to Know

Answers

1. H
2. D
3. G
4. I
5. A
6. E
7. J
8. C
9. B
10. F

STUDENT SELF-CHECK

Polishing Brass and Bronze

Answers

1
2
3
5

STUDENT SELF-CHECK

Chromium

Answers

1

STUDENT SELF-CHECK

Care of Silver

Answers

1. sulfide
2. washed
3. commercial
4. lengthwise

STUDENT SELF-CHECK

Care of Pewter

Answers

1
4
5

OBJECTIVE 36, 37, 38 MODULE No. 39

EVALUATOR'S FINAL CHECKLIST

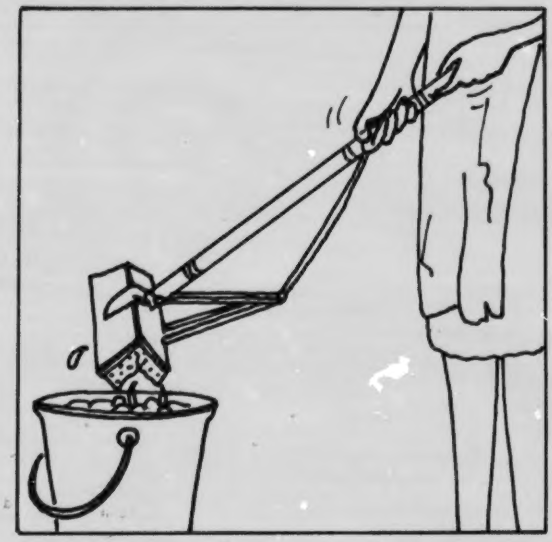
Title: POLISHING BRASS, BRONZE, CHROMIUM, SILVER, AND PEWTER

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
In polishing brass/bronze (unlacquered), the student:			
1. Washed item in hot, soapy water.	☐	☐	☐
2. Applied brass polish for bright finish (or mixture of rottenstone and linseed oil for dull finish).	☐	☐	☐
3. Rubbed until tarnish disappeared.	☐	☐	☐
4. Polished with a soft cloth; item was free of grime, tarnish, corrosion, polish residue and water spots.	☐	☐	☐
In polishing chrome, the student:			
1. Washed the chrome with mild soap and water.	☐	☐	☐
2. Used whiting on soft cloth to remove stains.	☐	☐	☐
3. Rinsed with clear water.	☐	☐	☐
4. Polished with soft cloth; polished surface was free of grease, grime, cleaning residue, water spots and fingerprints.	☐	☐	☐
In polishing silver/pewter, the student:			
1. Washed item in hot, soapy water.	☐	☐	☐
2. Applied polish according to directions.	☐	☐	☐
3. Rubbed gently to remove tarnish.	☐	☐	☐
4. Washed again in hot, soapy water.	☐	☐	☐
5. Rinsed in clear water.	☐	☐	☐
6. Polished with a soft cloth; item was free of tarnish, grease, grime, cleaner residue, water spots, and fingerprints.	☐	☐	☐

Housing and Home Furnishings

CLEANING HARD SURFACE FLOORS



INTRODUCTION

No type of floor covering is entirely maintenance-free, although some types are easier to care for than others. The type and frequency of necessary cleaning will depend on the kind of flooring, the type of soil, and the amount of traffic on the floor. Having a schedule for daily and weekly floor care will make it easier to keep floors looking their best with little effort. In this module you will learn how to care for hard surface floors.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Provided with an asphalt/rubber surface, mop, container, broom, steel wool, cleaner compound and cloths, clean the asphalt/rubber surface.

Given detergent, soft cloths and cleaning compound, clean a plastic/vinyl surface.

Given broom, vacuum, brush, cloths, cleaning compound, mop, and a ceramic surface, clean the ceramic surface.

Provided vacuum cleaner/attachments, sweep a designated area of floor.

Provided a broom and dust pan, sweep a designated area of floor.

Given a broom, vacuum, cleanser, mop and pail, wet mop a designated floor.

Given an area of floor space containing a wax build-up, wax remover, broom, mop, bucket, and detergent, remove wax.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING HARD SURFACE FLOORS.

The instructor will provide an asphalt/rubber surface, mop, broom, steel wool, cleaner compound and cloths. Clean the surface.

The instructor will provide detergent, soft cloths and a cleaning compound. Clean the plastic/vinyl surface.

The instructor will provide a broom, cleaning compound, cloths, mop and a ceramic surface. Clean the surface.

The instructor will provide a vacuum cleaner and attachments. Sweep an area of carpet at least 1.5 sq. m (16 square feet).

The instructor will provide a broom and a dust pan. Sweep an area of floor at least 1.5 sq. m (16 square feet).

The instructor will provide a broom or vacuum cleaner, detergent, mop, and pail. Wet mop a minumum of 1.7 sq. m (18 square feet) of floor area.

LEARNING ACTIVITIES

1. READ about vacuum cleaners in a reference provided by your instructor,

   (and/or)____________________________.

2. READ and STUDY Student Information, ROUTINE FLOOR CARE, p. 2,

   (and/or)____________________________.

3. TEST YOUR KNOWLEDGE by completing Student Self-Check, ROUTINE FLOOR CARE, p. 3.

4. READ and STUDY Student Information, TYPES OF FLOOR COVERING, p. 3,

   (and/or)____________________________.

5. VIEW an exhibit on types of floor covering,

   (and/or)____________________________.

6. TEST a piece of tile to see if it is asphalt or rubber.

7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Routine Floor Care

DAILY

Daily floor care includes sweeping or vacuuming dirt from entrance, heavy traffic areas, and frequently used rooms. In using a hand broom to sweep, use long, easy strokes so that you won't scatter the dust and dirt. When vacuuming hard surface floors, use the floor brush attachment and glide the brush slowly over the floor. Kitchen floors need special attention so that dropped food particles do not attract insects. Spills should be wiped up immediately to prevent staining the floor and to prevent accidents.

WEEKLY

Every week all floors throughout the house should be vacuumed thoroughly. Use the crevice tool attachment to clean baseboards and hard-to-reach corners. Floors that are soiled from traffic or spills need to be damp mopped to restore their appearance. This will remove the surface soil without damaging the floor finish. Use clear water; or if the floor is especially dirty, a small amount of all-purpose cleaner can be added to the water. Dip a sponge or cloth mop into the cleaning solution; then wring it almost dry. Go over the floor with slow, even strokes, using just enough pressure to loosen and pick up the soil. Rinse floor if a cleaner has been added, and allow it to dry before walking on it. Plan your mopping in such a way that you do not walk over the cleaned area as you work.

Avoid soaking the floor with water, as the water might get into the seams of the flooring and cause the floor to eventually warp or crack. Todays all-purpose cleaners are designed to clean without producing a lot of suds. Do not use abrasive products such as powders, as these will scratch the finish on the floor covering.

PERIODICALLY

When damp mopping no longer restores the appearance of floors, it may be necessary to wax the floor. Follow the instructions for mopping the floor. When the floor is completely dry, use a wax applicator or sponge to apply polish in a thin, even coat. Be sure to follow instructions on the container. Allow the waxed floor to dry at least twenty minutes before walking on it. Liquid wax is the best type of wax product for all types of flooring except wood. Occasionally, it may be necessary to remove the old build-up of wax before rewaxing. Mix a small amount of ammonia with water and allow it to soak on the floor for a few minutes to remove old wax. Always rinse floors thoroughly and allow to dry completely before rewaxing. Apply only a thin coat of polish. If a second coat is necessary, allow floor to dry at least an hour between coats.

STUDENT SELF-CHECK

Routine Floor Care

Answer briefly on another sheet of paper the following questions. Check your answers with those on page 5.

1. List floor care that should be performed:

   Daily
   Weekly
   Periodically

2. Arrange the following items in the correct order.

   A. Dip mop in cleaning solution and wring almost dry.

   B. Rinse mop and go over floor again to remove cleaning solution.

   C. Sweep or vacuum floor.

   D. Allow floor to dry.

   E. Prepare cleaning solution.

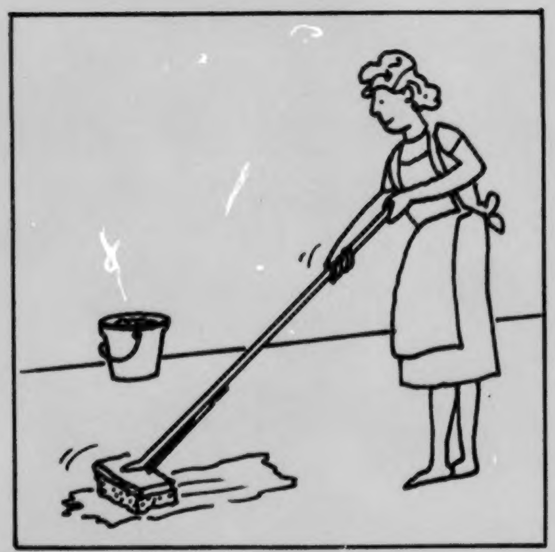
   F. Go over floor with slow, even strokes.

STUDENT INFORMATION

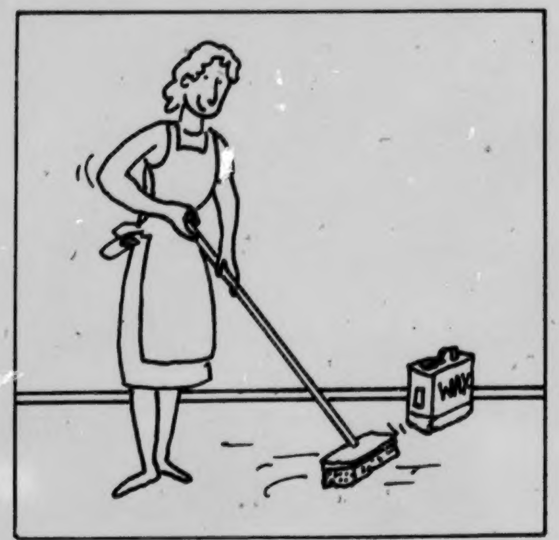
Types of Floor Covering

ASPHALT AND RUBBER

Asphalt tile is a very hard and brittle floor covering that is fairly inexpensive. Since it is made of asbestos fiber, it can be damaged by grease, solvents, and oil. If you are not sure your floor covering is asphalt, it is best to test it before using a strong cleaner on the floor. A simple test is to put a little cleaning fluid or turpentine on an inconspicuous area of the floor. If it is asphalt, the floor covering will tend to become soft. You must be careful to use only water-based cleaning products on asphalt.



Rubber tile is made of rubber, although today most of this type of flooring is made with synthetic rubber. Rubber tile can also be damaged by grease and strong cleaners. If this type flooring is used in the kitchen, you must be especially careful about keeping greasy spills wiped up, as they will damage the floor covering. Exposure to strong sunlight will cause the colors to fade. Rubber tile should be cleaned and polished in the same manner as asphalt.

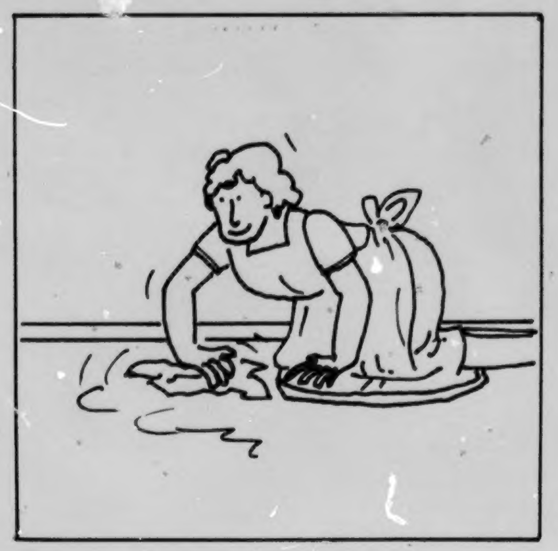


PLASTIC AND VINYL

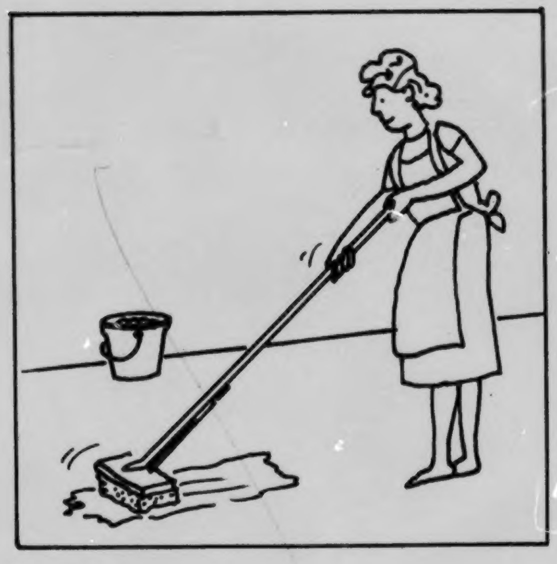
Vinyl is among the most expensive of floor coverings, and it comes in very attractive designs and colors. It is usually laid in sheets rather than individual tiles, although it is available in both forms. Vinyl is very resistant to abrasion and grease and is very durable. Vinyl floors are very easy to care for. They can be washed with warm water and soap. Many of them require no waxing, but waxing does help to protect the floor against damage from grit.

CERAMIC

Ceramic tile floors are generally used in the bathroom. Ceramic tile can be cleaned with a damp cloth or sponge. If it is very soiled, an all-purpose cleaner can be added to the water. Cleansing powders can also be used, but you should be careful to rinse all the cleaner off so that it will not leave a film on the surface.



The cement between the tiles can be cleaned by brushing with a toothbrush dipped in detergent solution. Wax is not recommended for ceramic tile.



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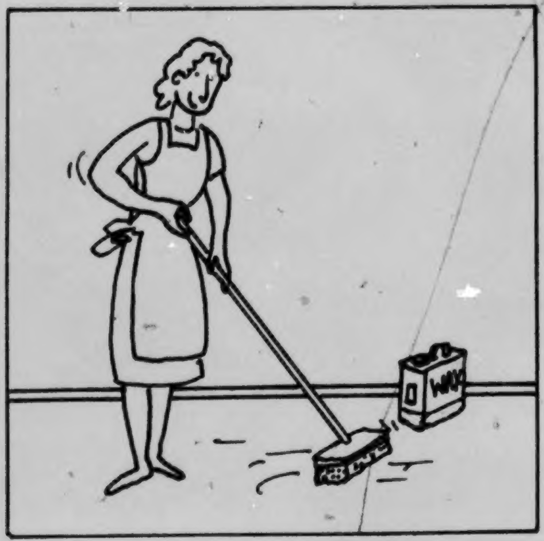

PLASTIC AND VINYL

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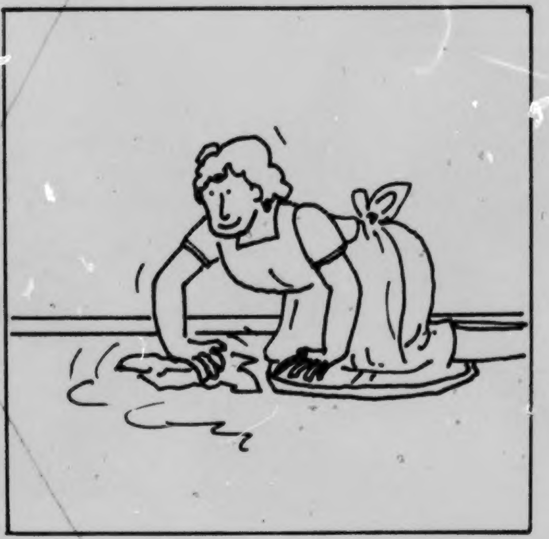
CERAMIC

Ceramic tile floors are generally used in the bathroom. Ceramic tile can be cleaned with a damp cloth or sponge. If it is very soiled, an all-purpose cleaner can be added to the water. Cleansing powders can also be used, but you should be careful to rinse all the cleaner off so that it will not leave a film on the surface.



The cement between the tiles can be cleaned by brushing with a toothbrush dipped in detergent solution. Wax is not recommended for ceramic tile.

STUDENT SELF-CHECK

Routine Floor Care

Answers

1. Daily
   (A) Sweep or vacuum heavy traffic areas.
   (B) Wipe up spots and spills.

   Weekly
   (A) Vacuum entire floor area.
   (B) Damp mop.

   Periodically
   (A) Wax or polish floors.
   (B) Remove old wax and rewax floors.

2. C
   E
   A
   F
   B
   D

OBJECTIVE HHF 19, 20, 28, 44, 45, 46, 49 MODULE No. 40

EVALUATOR'S FINAL CHECKLIST

Title: CLEANING HARD SURFACE FLOORS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
In cleaning asphalt/rubber surface, the student:			
1. Prepared warm, sudsy water or water-soluble cleaner according to directions on container.	☐	☐	☐
2. Cleaned floor area with cleaning solution.	☐	☐	☐
3. Rinsed with clear water.	☐	☐	☐
4. Allowed surface to dry; clay surface was free of black marks, soil spots, and grime; surface was unstreaked and evenly polished.	☐	☐	☐
In cleaning plastic/vinyl surface, the student:			
1. Prepared cleaning solution according to directions on container.	☐	☐	☐
2. Cleaned floor area with cleaning solution.	☐	☐	☐
3. Rinsed with clear water.	☐	☐	☐
4. Allowed surface to dry; surface was free of film, water spots, particles, grime and cleanser residue.	☐	☐	☐
In cleaning ceramic surface, the student:			
1. Removed spots or stains with commercial cleaner.	☐	☐	☐
2. Washed surface with warm, soapy water.	☐	☐	☐
3. Rinsed with clear water.	☐	☐	☐
4. Dried with soft cloth; surface was free of soiled spots, particles, soap film, and cleanser residue.	☐	☐	☐
In cleaning floor with vacuum cleaner, the student:			
1. Assembled vacuum cleaner with floor brush attachments.	☐	☐	☐
2. Picked up objects from floor that would damage vacuum cleaner.	☐	☐	☐
3. Vacuumed entire floor area; vacuumed area was free of grit and visible particles.	☐	☐	☐
In sweeping the floor with a hand broom, the student:			
1. Swept floor area using long, even strokes.	☐	☐	☐
2. Picked up dirt in dustpan.	☐	☐	☐
3. Emptied dustpan; floor was free of grit and visible particles.	☐	☐	☐

OBJECTIVE HHF 19, 20, 28, 44, 45, 46, 49 **MODULE** No. 40

EVALUATOR'S FINAL CHECKLIST

Title: **CLEANING HARD SURFACE FLOORS (contd.)**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In damp mopping a floor, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Swept or vacuumed floor.	☐	☐	☐
2. Prepared cleaning solution.	☐	☐	☐
3. Dipped mop in cleaning solution and wrung almost dry.	☐	☐	☐
4. Mopped floor area.	☐	☐	☐
5. Rinsed floor with clear water.	☐	☐	☐
6. Allowed floor to dry; designated area was free from visible surface soil.	☐	☐	☐

In removing wax build-up, the student:

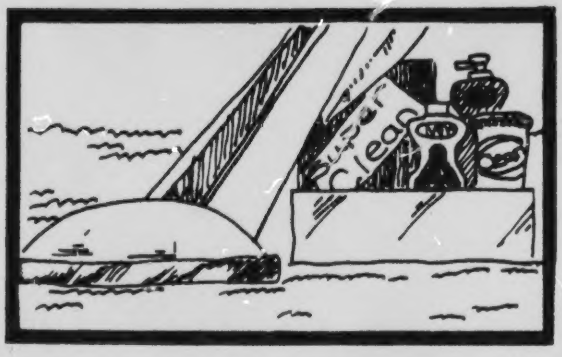
	Accomplished	Not Accomplished	Not Applicable
1. Followed procedure for damp mopping a floor.	☐	☐	☐
2. Applied wax remover according to directions.	☐	☐	☐
3. Observed safety precautions.	☐	☐	☐
4. Wiped solution from area; no streaks of built-up wax remained and original floor finish was undamaged.	☐	☐	☐

Objective HHF 48

Module No. 41

Housing and Home Furnishings

CARING FOR WOOD FLOORS



INTRODUCTION

Wood floors offer a warm and natural beauty to the home. A variety of woods is used for flooring, but the most popular is oak. Different colors in wood flooring are possible through the use of different stains and finishes. Special care must be given to wood floors in order to preserve their beauty. In this module you will learn how to care for wood floors.

Before you start to work on this module, be sure you have completed CLEANING HARD SURFACE FLOORS, Module 40.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given broom, vacuum cleaner, mop, bucket, polisher/buffer, floor wax and waxer, wax a designated floor area.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CARING FOR WOOD FLOORS.

The instructor will provide a designated floor area, broom, vacuum cleaner, mop, bucket, polisher/buffer, floor wax and waxer. Wax floor.

The instructor will provide a minimum of 1.5 sq. m (16 sq. ft.) of floor area, floor wax and waxer. Wax the floor area.

LEARNING ACTIVITIES

1. READ about floor shampooers and polishers in a reference provided by your instructor,

   (and/or)________________________.

2. READ and STUDY Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)________________________.

3. TEST YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 2.

4. READ and STUDY Student Information CARE OF WOOD FLOORS, p. 3,

   (and/or)________________________.

5. READ and STUDY Student Information, REMOVING OLD WAX, p. 3,

   (and/or)________________________.

6. TEST YOUR KNOWLEDGE by completing Student Self-Check, STEPS IN REMOVING WAX, p. 4.

7. READ and STUDY Student Information, WAXING FLOORS, p. 4,

   (and/or)________________________.

8. TEST YOUR KNOWLEDGE by completing Student Self-Check, WAXING FLOORS, p. 5.

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Water-base wax — liquid, self-polishing wax in which wax particles are suspended in water.
2. Solvent-base wax — wax with a cleaner (naptha) in it that will dissolve the old wax as new wax is applied. Available in paste form or liquid.
3. Buffing — shining or polishing the floor.
4. Paste wax — semi-solid wax for wood floors.
5. Liquid buffing wax — liquid wax that requires buffing (or polishing) to make it shine.
6. Self-polishing wax — liquid wax that requires no polishing.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper number 1-6. Match the following terms with the definitions. Check your answers with those on page 6.

TERMS

A. Buffing

B. Liquid buffing wax

C. Paste wax

D. Self-polishing wax

E. Solvent-base wax

F. Water-base wax

DEFINITIONS

1. Semi-solid wax
2. Polishing the floor
3. Wax with a substance that dissolves old wax.
4. Liquid wax that must be polished
5. Liquid wax that requires no polishing
6. Liquid wax in which wax is suspended in water.

STUDENT INFORMATION

Care of Wood Floors

Wooden floors usually have some type of finish or protective coating applied to them. This finish can be lacquer, shellac, varnish or a penetrating sealer. All of these finishes require waxing to prevent grit from being ground into the floor.

Waxed floors should be dusted with the floor brush attachment of the vacuum cleaner or with an untreated dust mop. Spills should be wiped with a damp, clean cloth or sponge when they occur. If the spill contained either milk or sugar, a mild detergent solution should be used as these will cause white spots on waxed floors if not removed completely. If water must be used for cleaning a wood floor, observe the following precautions:

1. Do not let water stand on the floor.
2. Wring mop or sponge nearly dry.
3. Clean and rinse a small section at a time and dry immediately.
4. Do not use hot water.

STUDENT INFORMATION

Removing Old Wax

SOLVENT-BASE PRODUCTS

The cleaning solvent, naptha makes solvent-base waxes easy to remove. An application of fresh wax removes the solvent-based product previously used on the floor. If this new coat of solvent-base wax is applied correctly it will result in a clean, waxed floor that has just the right amount of wax.

Improper application of wax or improper polishing can cause solvent-base waxes to build up and give floors a dull appearance. To remove this excess wax, use the solvent-base wax as a cleaner. Apply the wax to a small area and use fine steel wool to remove the wax. Always work with the grain of the wood. Wipe up softened wax with a clean cloth.

WATER-BASE PRODUCTS

Water-base, self-polishing waxes do not remove themselves with each application. Instead, each new coat layers over the previous one and will have to be removed occasionally to keep the floor looking its best. A wax build-up will cause the floor to become discolored.

Wax removal can be done with a commercial wax remover, or you can make one by combining one cup of ammonia, ¼ cup of powdered floor cleaner to ½ gallon cool water. The ammonia will soften the wax and cause it to turn milky in color.

To remove the wax use the following procedure:

1. Damp mop entire floor.
2. Using a cloth or sponge, spread the cleaning solution over a .3 sq. m (3 sq. ft.) of floor space. Allow to soak three to five minutes.

3. Scrub the soaked area with fine steel wool.
4. Wipe up the solution and dissolved wax immediately with a cloth or sponge.
5. Rinse the floor thoroughly with clean water.
6. Repeat this procedure until the entire floor is cleaned.

STUDENT SELF-CHECK

Steps in Removing Wax

On a separate sheet of paper, rank in the proper order the steps in removing wax. Check your answers with those on page 6.

A. Spread cleaning solution on small area and let it soak.

B. Wipe up cleaning solution and wax with cloth.

C. Rinse floor with clean water.

D. Damp mop entire floor.

E. Scrub soaked area with fine steel wool.

STUDENT INFORMATION

Waxing Floors

It is best to use solvent-base waxes only on wood floors. Dust the floor area with a vacuum cleaner and remove any sticky spots with a slightly damp mop. The wax will finish the cleaning job. The wax can be applied by hand or by the use of an electric polisher. If using an electric polisher, follow the manufacturer's instructions for spreading the wax and for polishing. Be sure to apply only a thin coat of wax and allow the wax to dry about thirty minutes before polishing.

In applying wax by hand, use a slightly damp cloth and wipe the cloth across the wax to coat it. Spread a thin, even film of wax on the floor. If you are going to buff by hand, apply the wax to a .9 m (3 ft.) section of floor, then polish immediately while wax is moist, using a clean, dry cloth. The dirt and any old wax will be picked up on the cloths, so clean or exchange them for fresh ones as they become soiled.

Self-polishing, solvent-base waxes can be applied with a clean cloth or a wax applicator. Shake the container well to mix the contents and pour a small amount of wax on the floor. Spread wax in a thin, even film, rubbing to loosen soil and old wax. Finish with smooth, even strokes in one direction and allow floor to dry (usually about 30 minutes) before walking on it.

STUDENT SELF-CHECK

Waxing Floors

Decide if the following statements are true or false. Write your answers on another sheet of paper. Check your answers with those on page 6.

1. Solvent-base waxes clean the floor as they wax.
2. Apply a thick coat of wax on wood flooring.
3. When buffing with an electric polisher, allow the wax to dry 30 minutes before polishing.
4. If you are buffing by hand, you must do so while the wax is still moist.
5. Self-polishing waxes must be polished to get a good shine.

STUDENT SELF-CHECK

Terms to Know

Answers

1. C
2. A
3. E
4. B
5. D
6. F

STUDENT SELF-CHECK

Steps in Removing Wax

Answers

A. 2
B. 4
C. 5
D. 1
E. 3

STUDENT SELF-CHECK

Waxing Floors

Answers

1. T
2. F
3. T
4. T
5. F

OBJECTIVE 48 MODULE No. 41

EVALUATOR'S FINAL CHECKLIST

Title: **CARING FOR WOOD FLOORS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In waxing a floor, the student:	Accomplished	Not Accomplished	Not Applicable
1. Removed furniture and accessories from designated area.	☐	☐	☐
2. Selected wax suitable for floor type.	☐	☐	☐
3. Applied wax by one of the following methods.			
A. Hand Method			
1. Applied a thin coat of wax.	☐	☐	☐
2. Buffed small area at a time until entire floor had been done; floor was evenly polished and free from stickiness and streaks.	☐	☐	☐
B. Machine Method			
1. Put wax in electric polisher.	☐	☐	☐
2. Applied thin coat of wax.	☐	☐	☐
3. Allowed to dry.	☐	☐	☐
4. Polished with electric polisher; floor was evenly polished and free from stickiness and streaks.	☐	☐	☐
4. Cleaned and stored equipment and supplies.	☐	☐	☐
5. Replaced furniture and accessories.	☐	☐	☐

Objective HHF 40, 42 Module No. 42

Housing and Home Furnishings

CLEANING RUGS AND CARPETS

INTRODUCTION

Carpets and rugs not only add to the beauty of the home, but they also help to keep the home warmer in winter. Carpet is a big investment since good quality carpet is very expensive. Carpet and rugs, with proper care, will last for many years. Regular vacuuming and prompt stain removal will help your carpet to keep its beauty; however, to keep your carpet looking its best, you have to give it a really good cleaning periodically. In this module you will learn how to clean rugs and carpets.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given rug/carpet and cleaning agent, vacuum cleaner, sponge and cloths, remove spots from rug.

Given carpet shampooer, shampoo, vacuum cleaner and aluminum foil, shampoo a minimum of 1.5 sq. m (16 sq. ft.) of carpet/rug.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING RUGS AND CARPET.

The instructor will provide a rug/carpet, cleaning agent, vacuum cleaner, sponge and cloth. Remove spots from rug.

The instructor will provide a carpet shampooer, shampoo, vacuum cleaner and aluminum foil. Shampoo at least 1.5 sq. m (16 square feet) of carpet/rug.

LEARNING ACTIVITIES

1. READ about vacuum cleaners in a reference provided by your instructor,

   (and/or)________________________.

2. READ and STUDY Student Information, CARPETS AND RUGS - SPOT REMOVAL, p. 2,

   (and/or)________________________.

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check, CARPETS AND RUGS — SPOT REMOVAL, p. 4.

4. OBSERVE a demonstration of spot cleaning a rug,

   (and/or)_________________________.

5. READ and STUDY Student Information, SHAMPOOING CARPETS AND RUGS, p. 5,

   (and/or)_________________________.

6. OBSERVE a demonstration on shampooing a carpet or rug,

   (and/or)_________________________.

7. ARRANGE with your instructor to complete the module by going through the Check-Out Activities.

STUDENT INFORMATION

Carpets and Rugs — Spot Removal[1]

Regardless of how careful a person may be, spills are bound to take place on both wall-to-wall carpet and rugs. Obviously, one should be careful not to spill, but even more important is knowing what action to take when a spill occurs. Most spots can be removed by knowing what to do and taking the proper action immediately.

The first step in preventing a permanent stain is to absorb as much of the liquid spill as can be removed. Any clean, white, absorbent material will be satisfactory. Facial tissues, toilet tissues, paper towels, hand and bath towels can all be used.

As the towels become wet, use dry towels and press the towels against the pile to force out more of the liquid. A method of forcing out a lot of the liquid is to remove the shoes and step on the towels. The more liquid that is removed by absorption, the less which will have to be removed by some other method or the less remaining to produce a permanent stain.

Spot removal kits can be purchased from many carpet and department stores. Professional carpet cleaners may also have them. These kits will vary in size and cost. A spot removal kit can be made by using some cleaning materials found in most homes. A dry cleaning solvent used to take spots out of clothing is essential. These solvents can be purchased in many different types of stores. They come in liquid form and in aerosol cans. The aerosol cans are more expensive, but this will be outweighed by their convenience. Another essential item is a detergent solution. This can be made by using one of the special purpose carpet cleaning detergents or by adding 2.5 ml (½ tsp.) of a neutral, non-bleaching, powder laundry detergent to .47 l (1 pt) of lukewarm water. A third solution would be a weak acid such as one part of white vinegar mixed with one part of water. Another solution is 15 ml (1 tbsp.) of a non-sudsy household ammonia in 250 ml (1 cup) of water. These can be mixed, labeled and placed in small, closed bottles and kept in a convenient place out of reach of children until they are needed.

The spot removal chart gives a list of stains and procedures which may remove some or all of the stains. It is quite possible other procedures would work as well or even better; however, these have been tried and have been proved successful. It is recommended that the following solutions be made, using the dilutions previously described: dry cleaning solvent (S); detergent solution (D); white vinegar solution (V); ammonia solution (A); and some plain water (W). Apply a small amount of the first solution listed to test for dye and fiber damage. If the solution is non-damaging, allow to soak for a count of ten, absorb with tissues, and repeat until all or no more of the solution can be removed. If some stain remains, blot as dry as possible and then go to the next solution. Continue in this manner. When you have finished, absorb with tissues. Place a 1.3 cm (½ in.) layer of tissues over the spot and weight down. Replace the wet tissues in a half hour and allow to dry overnight. Brush the carpet pile with your fingers the next morning. The procedure can be repeated in an effort to remove any traces of remaining stain.

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[1] "Carpets and Rugs — Spot Removal," Clemson University Extension Service, Clemson, SC, 1978, Leaflet 147.

SPOT REMOVAL CHART

Stain	Removal Procedure
Acids	A, W
Alcoholic Beverages	D, A, V
Ammonia	W, V
Blood	D, A, V, W
Cements and Glues	S, D, A, W
Chewing Gum	S
Coffee	D, V
Cosmetics	S, D, A, V, W
Dyes	S, D, A, V, W
Food Stains	S, D, A, V, W
Greases	S, D, W
Inks	S, D, A, V, W
Medicines	S, D, A, V, W
Oils	S, D, A, W
Paints	S, D, A, W
Rust	V
Soft Drinks	D, A, V, W
Tars	S
Unknown Stains	S, D, A, V, W
Urine	D, V

STUDENT SELF-CHECK

Carpets and Rugs - Spot Removal

Choose the best answer to these questions. Write your answers on a separate sheet of paper. Check your answers with those on p. 6.

1. Spots or stains on a rug or carpet should be removed
   - A. as soon as carpet is dry
   - B. as soon as possible after the spill occurs.
   - C. the next day.

2. The first step in preventing a permanent stain caused by spilling a liquid is
   - A. to apply a vinegar solution.
   - B. to use a professional carpet cleaner.
   - C. to absorb as much of the liquid as possible.

3. Acid stains on carpets can be removed by using
   - A. an ammonia solution followed by plain water.
   - B. a white vinegar solution.
   - C. a detergent solution.

4. Oily spots on carpets can be removed by using a
   - A. white vinegar solution.
   - B. dry cleaning solvent.
   - C. detergent solution.

5. Urine stains on carpets can be removed by using
   - A. a detergent solution only.
   - B. a white vinegar solution.
   - C. a detergent solution followed by a vinegar solution.

STUDENT INFORMATION

Shampooing Carpets and Rugs

The best treatment you can give your carpet is to vacuum it frequently. Seven strokes over each section of carpet are recommended to remove both surface dirt and imbedded dirt. Imbedded soil cuts fibers and causes wear.

Once or twice a year it is necessary to shampoo your carpet to keep it looking its best. This can be done by a professional carpet cleaner, or you can do it yourself with one of the new shampoo appliances that you can buy or rent.

Before shampooing a carpet or rug, clean it thoroughly with a vacuum cleaner. It is best to move as much furniture out of the room as you can. Place pieces of aluminum foil under the legs of furniture that cannot be moved. This will prevent stains and rust spots from metal parts that touch the carpet. If the carpet has any spots or stains, remove them before shampooing.

Use the carpet cleaning solution that is recommended for the shampooer you are using and follow the manufacturer's directions on the use of the machine. Avoid getting the carpet too wet, as this slows the drying process. It is the suds you want on the carpet and not the water. At no time should the surface feel really wet. Plan where you are going to start so that you don't clean yourself into a corner and be forced to walk over the wet carpet. Clean about a one meter (three feet) area of carpet at a time, overlapping sections so that you can cover the entire carpet without skipping places. Allow the carpet to dry thoroughly before walking on it. When the rug is dry (usually in two to four hours) vacuum it thoroughly to pick up the dried cleaner and the loosened dirt.

Always use a cleaner that is especially made for carpets and rugs, as they contain a formula that retards resoiling. Liquid household detergents or soaps will leave a sticky residue that will cause resoiling and may damage the fiber.

Another method of cleaning carpets is with a shampoo in an aerosol container. The foam is sprayed directly on the surface of the carpet. The foam is then worked into the pile with a wet sponge or soft brush and allowed to dry before vacuuming.

You might also clean your carpet by sprinkling detergent-saturated granules on the carpet and brushing them into the pile. The granules absorb grease and soil and are then removed by vacuuming. Use this method when you do not want to get your carpet wet.

STUDENT SELF-CHECK

Carpets and Rugs - Spot Removal

Answers

1. B
2. C
3. A
4. B
5. C

OBJECTIVE HHF 40, 42 **MODULE** No. 42

EVALUATOR'S FINAL CHECKLIST

Title: CLEANING RUGS AND CARPETS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

		Accomplished	Not Accomplished	Not Applicable
In spot cleaning a carpet/rug, the student:				
1.	Vacuumed carpet/rug.	[ ]	[ ]	[ ]
2.	Tested inconspicuous place on carpet/rug for reaction to cleaner.	[ ]	[ ]	[ ]
3.	Applied cleaner to spot.	[ ]	[ ]	[ ]
4.	Repeated applications of cleaner until spot was removed.	[ ]	[ ]	[ ]
5.	Vacuumed carpet/rug when dry.	[ ]	[ ]	[ ]
In shampooing a carpet/rug, the student:				
1.	Checked and assembled shampooer.	[ ]	[ ]	[ ]
2.	Diluted liquid shampoo according to directions.	[ ]	[ ]	[ ]
3.	Tested small area for reaction to shampoo.	[ ]	[ ]	[ ]
4.	Removed as much furniture as possible from room.	[ ]	[ ]	[ ]
5.	Protected legs and bases of remaining furniture with aluminum foil.	[ ]	[ ]	[ ]
6.	Vacuumed carpet/rug.	[ ]	[ ]	[ ]
7.	Filled shampoo tank.	[ ]	[ ]	[ ]
8.	Applied shampoo according to directions.	[ ]	[ ]	[ ]
9.	Allowed carpet to dry.	[ ]	[ ]	[ ]

OBJECTIVE HHF 40, 42 **MODULE** No. 42

EVALUATOR'S FINAL CHECKLIST

Title: **CLEANING RUGS AND CARPETS (Contd.)**

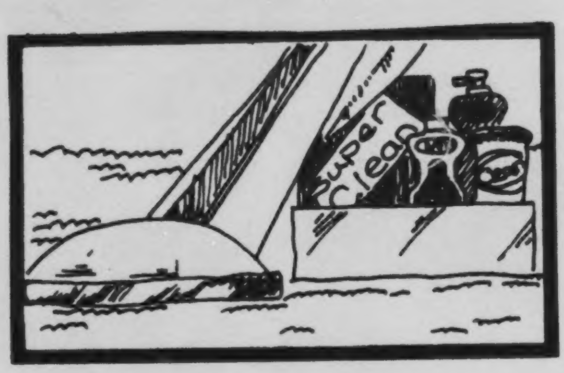
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
10. Vacummed carpet/rug; all visible soil and spots removed.	☐	☐	☐
11. Replaced furniture.	☐	☐	☐

Objective HHF 30, 41, 43 Module No. 43

Housing and Home Furnishings

CLEANING UPHOLSTERED FURNITURE



INTRODUCTION

Upholstered furniture is an expensive investment and the homemaker will want to protect this investment by taking good care of it. Keeping upholstered furniture clean will not only improve its appearance, but it will also make it last longer. If soils or stains are not removed promptly, they may become permanent and impossible to remove. In this module you will learn how to clean and care for upholstered furniture.

Before you start to work on this module, be sure you have completed Module number 42, CLEANING RUGS AND CARPETS.
Note: (Use of vacuum cleaner and spot removal is the same for upholstered furniture.)

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given upholstered furniture and vacuum cleaner with attachments, clean the furniture.

Given vacuum cleaner, cleaning agent, sponge, cloth, spatula, egg beater, soft brush, and upholstered furniture, shampoo the upholstered furniture.

Given upholstered furniture, vacuum, cleaning agent, brush, sponge and cloths, spot clean upholstered furniture.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING UPHOLSTERED FURNITURE.

The instructor will provide upholstered furniture and vacuum cleaner with attachments. Clean the furniture.

The instructor will provide a vacuum cleaner, cleaning agent, sponge, cloth, spatula, egg beater, soft brush and upholstered furniture. Shampoo the upholstered furniture.

The instructor will provide upholstered furniture, vacuum, cleaning agent, brush, sponge and cloths. Spot clean upholstered furniture.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, ROUTINE UPHOLSTERY CARE, p. 2 ,

   (and/or)____________________________ .

2. COMPLETE Student Self-Check, ROUTINE UPHOLSTERY CARE, p. 2.

3. READ and STUDY Student Information, HOW TO SHAMPOO UPHOLSTERY, p. 3 ,

   (and/or)____________________________ .

4. COMPLETE Student Self-Check, HOW TO SHAMPOO UPHOLSTERY, p. 4 .

5. READ and STUDY Student Information, SPOT AND STAIN REMOVAL, p. 5 ,

   (and/or)____________________________ .

6. TEST YOUR KNOWLEDGE by completing Student Self-Check, SPOT AND STAIN REMOVAL, p. 6,

   (and/or)____________________________ .

7. OBSERVE a demonstration on shampooing upholstery,

   (and/or)____________________________ .

8. PRACTICE using the vacuum cleaner to clean upholstered furniture at home or in the laboratory.

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Routine Upholstery Care

Proper care of upholstered furniture begins with the vacuum cleaner. Upholstery should be carefully vacuumed once a week using the upholstery attachment of the vacuum cleaner. It may be necessary to move the furniture so that you can clean all sides of the furniture. Pay close attention to the arm rests and the back. If cushions can be reversed, do so weekly. Go over each section of the chair several times to get out embedded dirt. Use the crevice tool of the vacuum cleaner to get into crevices and hard to reach places.

Plastic or leather upholstery needs special care. Plastic can be washed with a mild detergent and water and a soft cloth. On leather upholstery, use saddle soap or a leather preservative. Follow the directions given on the container.

Upholstered furniture should be kept away from direct sunlight as this may cause the fabric to fade.

STUDENT SELF-CHECK

Routine Upholstery Care

On a separate sheet of paper, number 1-4. Complete the following statements by writing the word which best completes the statement. Check your answers with those on page 7.

1. Upholstery should be vacuumed once a ______________ using the upholstery attachment.

2. Cushions should be reversed _________ .

3. __________ can be washed with a mild detergent and water and a soft cloth.

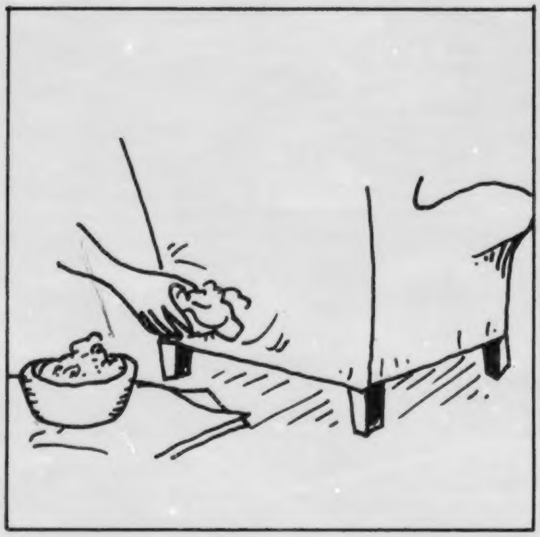
4. On __________ upholstery, use saddle soap.

STUDENT INFORMATION

How to Shampoo Upholstery*

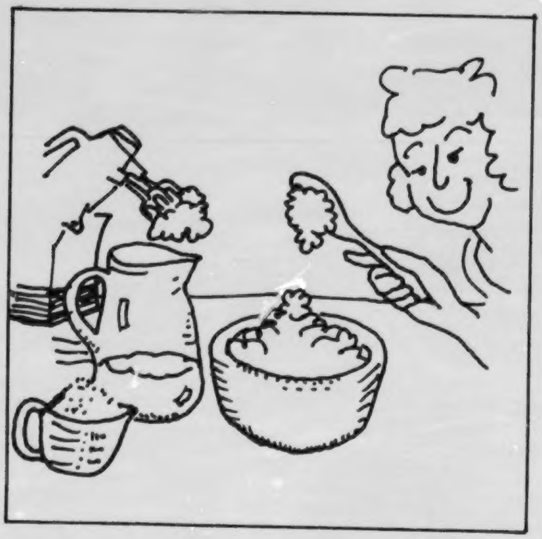
You will need a bowl or pan for thick suds, a bowl or pan for rinse water, a sponge or soft brush, newspaper, an egg beater or electric mixer, soft cloths for rinsing, soft cloths for drying, soap or detergent, and a rubber or plastic scraper or a metal spatula.

First make a test—
It is safe to wash upholstery made of plastic. If the upholstery is made of fabric, test it. Use thick suds on a cloth. Use this to wipe a small piece on the back of a chair or couch. If it looks the same, only cleaner, go ahead and wash the whole piece.



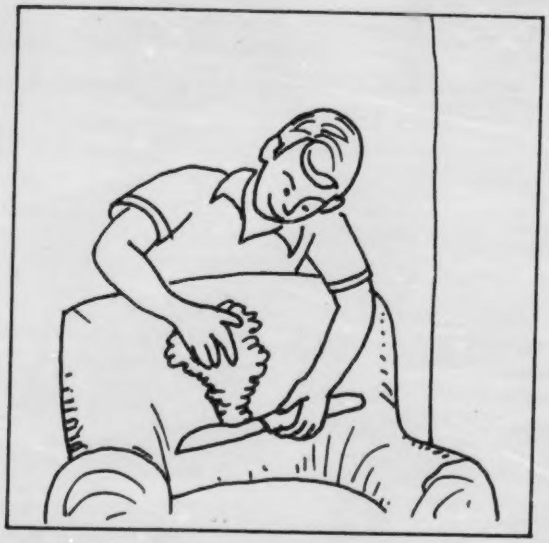
Get ready—
Put a cup of soap or detergent into a bowl. Add just enough warm water to make it wet. Whip this mixture with an egg beater or an electric mixer to make "dry" suds that look like whipped cream. There won't be any extra water to soak into the upholstery.

Fill another bowl or pan with clean warm water for rinsing.



Shampoo upholstery this way—
Vacuum or brush furniture. Then put some of the thick "dry" suds on a sponge or on a soft brush. Use this to lightly scrub one small section of the upholstery at a time.

Use a rubber scraper or a spatula to lift off the dirty suds. Drop these dirty suds on a newspaper which you can roll up and throw away.

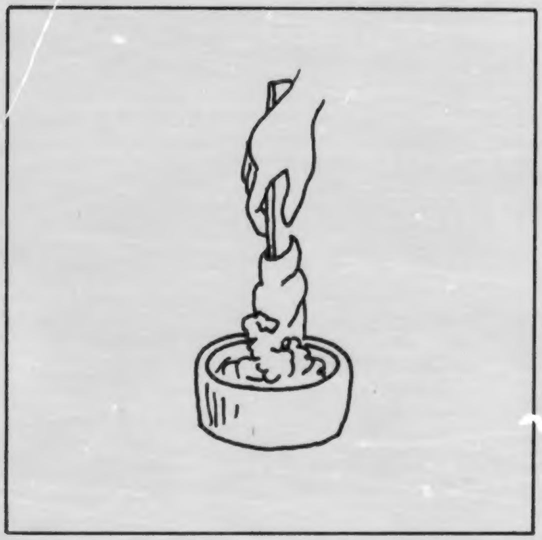


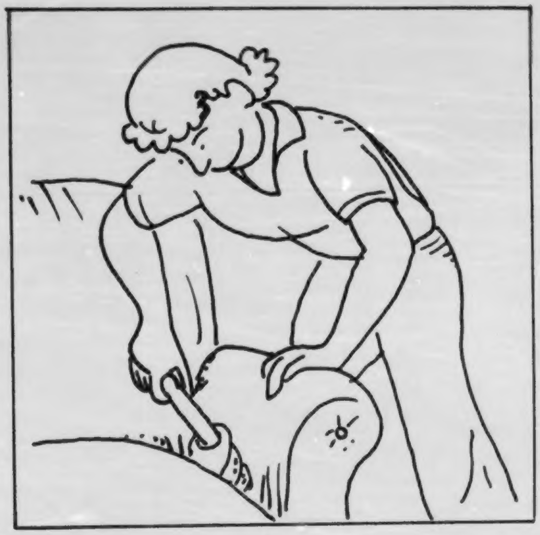
Scrub the same part of the upholstery a second time with clean suds. Scrape these off. Then wipe that part of the upholstery with a clean cloth that has been dipped into warm rinse water and wrung out until it is nearly dry.

Keep on washing and rinsing the same way until all the upholstery is clean on that piece of furniture.

Use only clean suds, clean water, and clean cloths.

Special tips—
Wind clean cloth around a ruler and dip it into the "dry" suds. Use this to wash between the seat and the arms or back of a chair or a couch. Use a clean damp cloth around the ruler to rinse those "cracks" the same way.





For quick drying, open the windows, turn on an air conditioner, or set an electric fan nearby.

*Prepared by the Cleanliness Bureau, 40 East 41st Street, New York, N.Y. 10017.

STUDENT SELF-CHECK

How to Shampoo Upholstery

On a separate sheet of paper number from 1-8. Rank in the proper order the following steps to successful laundering. Check your answers with those on page 7.

A. Gather supplies and equipment.

B. Vacuum or brush furniture.

C. Lightly scrub one small section at a time.

D. Make a test of fabric.

E. Lift off dirty suds.

F. Wipe cleaned part of upholstery with clean, slightly damp cloth.

G. Scrape off dirty suds again.

H. Scrub same part of upholstery a second time.

STUDENT INFORMATION

Spot and Stain Removal

In removing spots and stains from upholstery follow the same basic procedures as for cleaning carpets. Refer to Module No. 42 for stain chart. Some basic points to remember are:

1. Remove excess stain immediately by blotting with tissue.
2. Be sure to pre-test the recommended stain removal treatment to see if it harms the fabric.
3. Apply only a small amount of cleaner at a time. Repeat if necessary.
4. Work from the edge of the stain in.
5. Blot instead of rubbing.
6. Dry fabric as quickly as possible. A hair dryer set on "cool" will do the trick.
7. Brush area gently to restore pile to fabric.

STUDENT SELF-CHECK

Spot and Stain Removal

On a separate sheet of paper, write down the numbers of the following statements which are true in relation to spot and stain removal. Check your answers with those on page 7.

1. Always pre-test an inconspicuous area of upholstery with spot remover to see if it harms or fades the fabric.

2. Remove excess stain by blotting instead of rubbing.

3. Apply a large amount of cleaner at a time.

4. Work from the center of the stain to the edges.

5. A hair dryer set on cool wll help dry the fabric.

No. 43

STUDENT SELF-CHECK

Routine Upholstery Care

Answers

1. week
2. weekly
3. Plastic
4. leather

STUDENT SELF-CHECK

How to Shampoo Upholstery

Answers

1. D
2. A
3. B
4. C
5. E
6. H
7. G
8. F

STUDENT SELF-CHECK

Spot and Stain Removal

Answers

1
2
5

OBJECTIVE 30, 41, 43 **MODULE** No. 43

EVALUATOR'S FINAL CHECKLIST

Title: CLEANING UPHOLSTERED FURNITURE

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
In cleaning upholstered furniture, the student:			
1. Attached upholstery brush to vacuum cleaner.	☐	☐	☐
2. Vacuumed cushions and set aside.	☐	☐	☐
3. Vacuumed remainder of furniture.	☐	☐	☐
4. Replaced cushions: furniture was free of surface lint, dust, and dirt and no dust appeared on surface when furniture was struck firmly with the hand.	☐	☐	☐
In shampooing upholstered furniture, the student:			
1. Vacuumed furniture.	☐	☐	☐
2. Tested fabric in inconspicuous area to test results.	☐	☐	☐
3. Applied shampoo to small area at a time.	☐	☐	☐
4. Lifted excess suds from surface with spatula.	☐	☐	☐
5. Rinsed shampooed area.	☐	☐	☐
6. Repeated steps 3-5 until all of furniture was covered.	☐	☐	☐
7. Used fan to speed drying: upholstered surface was free from visible dirt, soil, and fading/circles and furniture wood or trim was not damaged.	☐	☐	☐

OBJECTIVE 30, 41, 43 **MODULE** No. 43

EVALUATOR'S FINAL CHECKLIST

Title: CLEANING UPHOLSTERED FURNITURE (contd.)

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In removing spots from upholstered furniture, the student:

		Accomplished	Not Accomplished	Not Applicable
1.	Vacuumed furniture.	☐	☐	☐
2.	Pre-tested inconspicuous spot with cleaner to see if results were satisfactory.	☐	☐	☐
3.	Applied cleaner to spot, according to directions on label.	☐	☐	☐
4.	Repeated cleaner application until spot was removed.	☐	☐	☐
5.	Used fan to speed drying.	☐	☐	☐
6.	Brushed area gently to restore pile to fabric: all spots were removed from upholstered furniture.	☐	☐	☐

Objective HHF 32, 47

Module No. 44

Housing and Home Furnishings

LAUNDERING HOUSEHOLD TEXTILES

Super Clean

INTRODUCTION

Good laundry procedures are necessary in order to keep household linens looking their best. A little extra time and care during washing and ironing will also make fabrics last longer. Regardless of the kind of fabric washed or the kind of laundry equipment used, there are some basic steps that should be followed to get the best results. In this module you will learn the proper procedures to follow in laundering home textiles using a washing machine.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given an assortment of soiled household items, washer, chemical for pretreating, detergent, measuring cup, bleach, fabric softener and water softener, wash items.

Given household linens, steam/dry iron, and ironing board, iron the linens.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, LAUNDERING HOUSEHOLD TEXTILES.

The instructor will provide an assortment of soiled household items, washer, chemical for pretreating, detergent, measuring cup, bleach, fabric softener and water softener, wash the items.

The instructor will provide household linens, steam/dry iron, and ironing board. Iron the linens.

LEARNING ACTIVITIES

1. READ about laundry equipment in a reference provided by your instructor.

2. VIEW the filmstrip, "Washing the Wearables,"

   (and/or)______________________.

3. OBSERVE a demonstration on stain removal,

   (and/or)______________________.

4. READ and STUDY Student Information, TIPS FOR LAUNDERING, p. 2,

   (and/or)______________________.

5. CHECK YOUR KNOWLEDGE by completing Student Self-Check, STEPS TO SUCCESSFUL LAUNDERING, p. 3.

6. READ about irons in a reference provided by your instructor,

   (and/or)______________________.

7. READ and STUDY Student Information, IRONING TIPS, p. 4,

   (and/or)______________________.

8. PRACTICE ironing an item at home or in the laboratory.

9. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Tips for Laundering

A successful wash is possible by following the six basic steps to successful home laundering.

1. Sort laundry carefully. Combine items of similar color, construction and amount of soil into loads of suitable size for the washer.
2. Pretreat stains and heavily soiled areas before washing.
3. Use the proper wash temperature - hot for whites and colorfast items; warm for fabrics not colorfast; and cold for lightly soiled items and delicate colors.
4. Use the correct kind and amounts of washing products (soap, bleach, and fabric softener).
5. Select the proper washing action and length of cycle. Consider the fiber content and the amount of soil.
6. Rinse all items thoroughly to remove soiled wash water and soap suds. Improper rinsing causes fabric to become stiff and dull looking.

STUDENT SELF-CHECK

Steps to Successful Laundering

On a separate sheet of paper, number from 1-6. Rank in the proper order the following steps to successful laundering. Check your answers with those on page 4.

A. Select the proper water temperature.

B. Rinse all items thoroughly.

C. Sort items carefully into proper categories.

D. Select the correct amount and kind of washing products.

E. Select the proper washing action and length of cycle.

F. Pretreat items where necessary.

STUDENT INFORMATION

Ironing Tips

Check ironing board cover, padding, and iron. A well-padded board and a clean ironing board cover are a must.

If you are pressing an item for the first time, pretest a small area to be sure the temperature setting is correct for the type of fabric.

When pressing, use an up-and-down, lifting motion of the iron. When ironing, use long, slow, smooth strokes.

When using the spray feature of a steam iron, spray at the forward stroke of the iron so that the backward stroke will dry out the fabric and remove any wrinkles.

Iron with the grain of the fabric to avoid stretching.

Do not iron over rough objects as this will scratch the surface of the iron.

When the iron is not in use, keep it upright on the heel rest.

Wait for the iron to cool after changing the setting from a higher to a lower temperature so you will not harm a delicate fabric.

STUDENT SELF-CHECK

Steps to Successful Laundering

Answers

1. C
2. F
3. A
4. D
5. E
6. B

OBJECTIVE 32, 47 MODULE No. 44

EVALUATOR'S FINAL CHECKLIST

Title: **LAUNDERING HOUSEHOLD TEXTILES**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

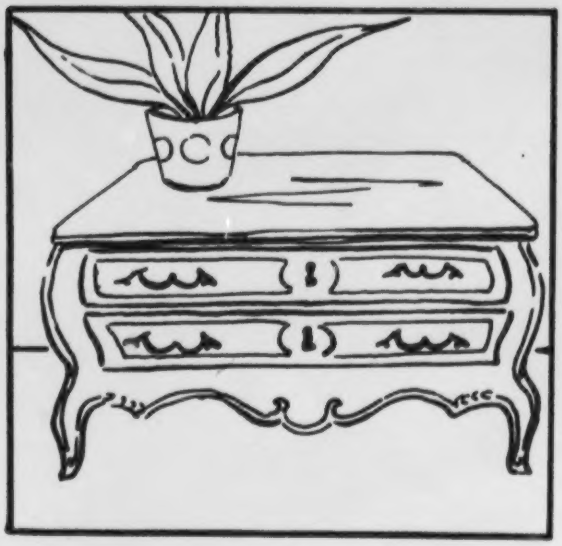
	Accomplished	Not Accomplished	Not Applicable
In washing household items in a washing machine, the student:			
1. Sorted the articles into proper categories.	☐	☐	☐
2. Pretreated stains if items contained visible spots.	☐	☐	☐
3. Selected proper wash temperature and wash cycle according to amount of soil and type of fabric.	☐	☐	☐
4. Measured and added the correct amount of washing products - detergent, bleach, fabric softener.	☐	☐	☐
5. Added articles to be washed.	☐	☐	☐
6. Washed the articles so that all items were free of stains and visible soil.	☐	☐	☐
In ironing household items, the student:			
1. Filled steam iron according to manufacturer's directions.	☐	☐	☐
2. Plugged iron into outlet.	☐	☐	☐
3. Sorted articles according to iron temperature needed.	☐	☐	☐
4. Set controls on iron to appropriate setting.	☐	☐	☐
5. Ironed items so that they were smooth, free of wrinkles, and undamaged by heat.	☐	☐	☐
6. Folded items or placed items on hangers.	☐	☐	☐

Objective HHF 23, 39

Module No. 45

Housing and Home Furnishings

CARING FOR WOOD FURNITURE



INTRODUCTION

Throughout the years, your wood furniture should retain the great look that made you want to buy it in the first place. Modern products have made it easy for you to have clean, beautiful, and well-cared for furniture with a minimum of fuss and bother. In this module you will learn how to care for wood furniture.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given a finished wooden surface, cloths and cleaner, clean the surface.

Given a wooden surface with heat/water rings, paste wax, mayonnaise, camphorated oil, rottenstone, salad oil, salt, ink blotter, iron, fine steel wool and soft cloths, remove the heat/water rings from the wooden surface.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CARING FOR WOOD FURNITURE.

The instructor will provide a finished wooden surface, cloths, and cleaner. Clean the surface.

The instructor will provide a wooden surface with heat/water rings, paste wax, mayonnaise, comphorated oil, rottenstone, salad oil, salt, ink blotter, iron, fine steel wool and soft cloths. Remove the heat/water rings from the wooden surface.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, ROUTINE CARE OF WOOD FURNITURE, p. 2,

   (and/or)__________________________.

2. CHECK your knowledge by completing Student Self-Check, WOOD CARE PRODUCTS, p. 2.

3. READ and STUDY Student Information, CLEANING FINISHED WOOD SURFACES, p. 3,

   (and/or)__________________________.

4. COMPLETE Student Self-Check, CLEANING FINISHED WOOD SURFACES, p. 4.

5. READ and STUDY Student Information, REMOVING HEAT AND WATER RINGS, p. 4,

   (and/or)__________________________.

6. OBSERVE a demonstration on removing heat and water rings,

   (and/or)__________________________.

7. PRACTICE dusting and waxing furniture in the classroom,

   (and/or)__________________________.

8. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Routine Care of Wood Furniture

Good furniture care begins with keeping dust from the wood surface. The best prevention is a weekly dusting with a soft, clean cloth. Another way of preventing dust build-up is by going over the furniture with the brush attachment of the vacuum cleaner. This removes the dust from corners and crevices instead of just relocating the dust.

An occasional waxing will prolong the life and beauty of wood furniture. Choose the type of wax that best suits your type of furniture. For high-luster finishes, a non-oil polish or paste wax should be used. With a low or dull luster, use a cream type wax. Natural oil finishes should never be waxed, but occasionally rubbed with boiled linseed oil.

Wood care products can be grouped into four categories:

(1) Spray waxes — These allow you to dust and wax at the same time.

(2) Liquid waxes — These are good for periodic cleaning as they have substances in them that will remove dirt and oily films, leaving behind a clean shine.

(3) Cream polishes — These are used on furniture that does not have a high gloss. They clean and enhance the wood without leaving a sheen.

(4) Paste waxes — These require extra work as you have to apply a thin coat of wax and then using a clean, soft cloth, polish the wood. Paste waxes give the wood extra protection.

STUDENT SELF-CHECK

Wood Care Products

On a separate sheet of paper, number 1-4. Match the terms with the correct definition. Check your answers with those on page 5.

TERMS

1. Cream polishes
2. Spray waxes
3. Liquid waxes
4. Paste waxes

DEFINITIONS

(A) These allow you to dust and wax at the same time.

(B) These are good for periodic cleaning as they have substances in them that will remove dirt and oily films, leaving behind a clean shine.

(C) These are used on furniture that does not have a high gloss. They clean and enhance the wood without leaving a sheen.

(D) These require extra work as you have to apply a thin coat of wax and then using a clean, soft cloth, polish the wood. These give the wood extra protection.

STUDENT INFORMATION

Cleaning Finished Wood Surfaces

Even with the best of care it may be necessary to occasionally do a more thorough job of cleaning your wood furniture. You can buy a cleaner especially designed to do this job. If you use a commercial product, be sure to carefully follow the directions on the container.

You can also make a cleanser-conditioner for cleaning wood by combining one part gum turpentine with three parts boiled linseed oil. Label and store in a covered jar. This mixture will keep indefinitely. When you are ready to clean your wood furniture, use the following procedure:

(1) Heat water and pour it into a small container.

(2) Shake cleanser-conditioner and pour enough to cover surface of water. Do not stir.

(3) With clean, dry cloth, skim along warmed oily layer floating on surface of hot water. Do not dip into water.

(4) Rub small area of wood following the grain of the wood.

(5) Wipe clean surface with damp cloth.

(6) Discard mixture in container when cold. Do not reheat. This mixture is flammable and will become gummy.

(7) Do not use the above cleaner if the furniture has a shellac finish. If you are not sure about the type of finish, try a spot on the underside of the furniture. If it is shellac, the mixture will soften the finish.

STUDENT SELF-CHECK

Cleaning Finished Wood Surfaces

On a separate sheet of paper, number from 1-3. Fill in the blanks with the correct answer. Do not write on this paper. Check your answers with those on page 5.

(1) A good cleaner for wood furniture can be made by mixing one part ________ with three parts ________.

(2) Do not use the above mixture if the furniture has a ________ finish.

(3) In cleaning wood surfaces, always follow the ________ of the wood.

STUDENT INFORMATION

Removing Heat and Water Rings

Entertaining is one of the nicest things in life. However, that drink glass or cup can leave its mark on your furniture. You can try to avoid some of this by using coasters and napkins but sooner or later you will be faced with the problem of heat and water rings on your wood furniture. The following is a list of some reliable home remedies.

For heat rings try one of these methods:

(1) Dampen a cloth with camphor oil or turpentine. Wipe with a soft cloth.

(2) Apply a few drops of salad oil to the ring and add rottenstone to make a paste. (If you have no rottenstone, cigar ashes may be used). Rub with a soft cloth. If surface becomes rough, rub with fine steel wool dipped in paste wax.

(3) Apply mixture of salt and salad oil and rub with a soft cloth.

For marks and rings caused by water try one of these methods:

(1) Apply paste wax with fine steel wool. Work with the grain of the wood and polish with a soft, dry cloth.

(2) Place a thick, clean ink blotter over the ring and press with a warm (not hot) iron until the ring disappears.

(3) Apply mayonnaise to ring and polish with a soft cloth.

You can also use the rottenstone and oil treatment or the camphor oil treatment described for heat rings.

STUDENT SELF-CHECK

Wood Care Products

Answers

1. C
2. A
3. B
4. D

STUDENT SELF-CHECK

Cleaning Finished Wood Surfaces

Answers

1. Turpentine; linseed oil
2. Shellac
3. Grain

OBJECTIVE HHF 23, 39 **MODULE** No. 45

EVALUATOR'S FINAL CHECKLIST

Title: CARING FOR WOOD FURNITURE

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
In cleaning a finished wood surface, the student:			
1. Selected appropriate cleaning materials.	☐	☐	☐
2. Tested small hidden area of surface for reaction to cleaner.	☐	☐	☐
3. Cleaned surface with special cleaner.	☐	☐	☐
4. Wiped clean surface with clean, soft cloth so that surface was free of grime, cloudiness, greasy film, and removable spots and stains.	☐	☐	☐
In removing heat rings, the student:			
A. Camphorated Oil:			
1. Rubbed spot with cloth moistened with camphorated oil.	☐	☐	☐
2. Wiped with clean cloth	☐	☐	☐
B. Rottenstone and oil:			
1. Applied few drops of salad oil to ring.	☐	☐	☐
2. Added rottenstone to make paste.	☐	☐	☐
3. Rubbed with soft cloth.	☐	☐	☐
C. Salt and Salad Oil			
1. Applied mixture of salt and salad oil.	☐	☐	☐
2. Wiped with soft cloth.	☐	☐	☐
D. Removed the heat rings from the wooden surface without further damaging the surface.	☐	☐	☐

OBJECTIVE HHF 23, 39 MODULE No. 45

EVALUATOR'S FINAL CHECKLIST

Title: CARING FOR WOOD FURNITURE, continued

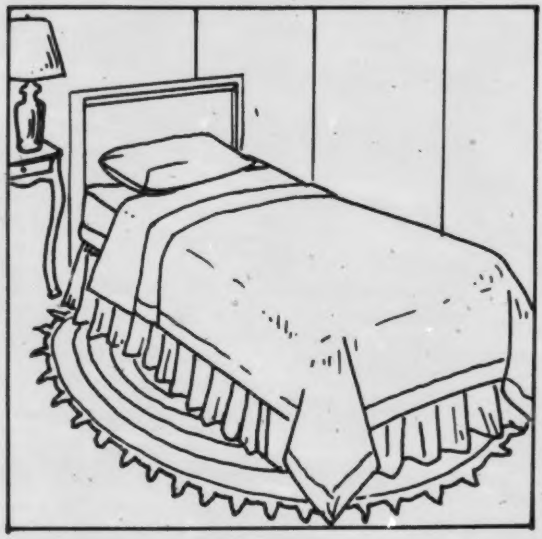
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In removing water rings, the student:

	Accomplished	Not Accomplished	Not Applicable
A. Paste Wax:			
1. Applied paste wax with fine steel wool.	☐	☐	☐
2. Allowed to dry.	☐	☐	☐
3. Polished surface.	☐	☐	☐
B. Warm Iron:			
1. Placed thick, clean ink blotter over ring.	☐	☐	☐
2. Pressed with warm iron.	☐	☐	☐
C. Mayonnaise:			
1. Rubbed mayonnaise on ring.	☐	☐	☐
2. Wiped with clean cloth.	☐	☐	☐
D. Removed the water rings from the wooden surface without further damaging the surface.	☐	☐	☐

Housing and Home Furnishings

MAKING A BED



INTRODUCTION

Every family member should be willing to assume responsibility for the interior order of a home. Although every guest will not visit the bedrooms, it is a good practice to maintain these rooms as if they might. The appearance of this room can be enhanced by a bed that has been made correctly. This task takes only a few minutes of your time and should be included in daily chores.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given a bed, mattress pad, bottom and top sheet, blanket, spread, pillows and pillow cases, make a bed.

CHECK-OUT ACTIVITIES

The following statement explains the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAKING A BED.

Your instructor will provide you with a bed, a mattress pad, bottom and top sheet, blanket, spread, pillows and pillow cases. Make the bed.

LEARNING ACTIVITIES

1. READ and STUDY the steps in making a bed in a reference provided by your instructor,

   (and/or)____________________________.

2. OBSERVE a demonstration on making a bed by your instructor or a classmate.

   (and/or)____________________________.

3. PRACTICE making a bed.

   (and/or)____________________________.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

OBJECTIVE HHF 33 **MODULE** No. 46

EVALUATOR'S FINAL CHECKLIST

Title: **MAKING A BED**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student made the bed so that:

	Accomplished	Not Accomplished	Not Applicable
1. Cover was free of wrinkles.	[ ]	[ ]	[ ]
2. Covers were centered lengthwise.	[ ]	[ ]	[ ]
3. Sheets and blankets/quilts were securely tucked in at the foot.	[ ]	[ ]	[ ]
4. Top sheets and blankets/quilts were squared at lower corners.	[ ]	[ ]	[ ]
5. Pillows were centered crosswise at head of bed.	[ ]	[ ]	[ ]
6. Bedding was covered by spread.	[ ]	[ ]	[ ]

Objective HHF 59, 65

Module No. 47

Housing and Home Furnishings

BUILDING AND MAINTAINING A FIRE

INTRODUCTION

Fireplaces seem to dominate a room and bring it elegance and style. Nothing changes the character of the room as much as a warm and glowing fire. Fireplaces are popular for their warmth as well as their beauty. With the increased cost and shortage of other fuels, many persons are returning to the practice of using wood-burning fireplaces and heaters or stoves to heat their homes. Wood-burning furnaces are also available for persons who want to use this with their central heating system. In this module you will learn how to properly build and maintain a fire.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given matches, fuel and kindling, build a fire in a designated fireplace.

Given shovel, broom, tongs and pail, and a fireplace/heater containing ashes and soot, remove the ashes and soot.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, BUILDING AND MAINTAINING A FIRE.

The instructor will provide matches, fuel and kindling. Build a fire in the assigned place.

The instructor will provide a shovel, broom, tongs, pail and a fireplace/heater containing ashes and soot. Remove the ashes and soot.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, GLOSSARY OF TERMS, p. 2 ,

   (and/or)______________________________ .

2. TEST YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 2 .

3. READ and STUDY Student Information BUILDING A FIRE, p. 3 ,

   (and/or)______________________________ .

4. TEST YOUR KNOWLEDGE by completing Student Self-Check, STEPS IN BUILDING A FIRE, p. 3.

5. READ and STUDY Student Information, REMOVING ASHES AND SOOT, p. 4 ,

   (and/or)______________________________ .

6. READ and STUDY Student Information, SAFETY TIPS, p. 4 ,

   (and/or)______________________________ .

7. PRACTICE building a fire at home.

8. ARRANGE to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Seasoned wood – wood that has been allowed to dry out.
2. Green wood – freshly cut wood that contains a lot of moisture.
3. Draft (or damper) – a device for regulating the flow of air in a fireplace.
4. Chimney – structure leading from the fireplace to the outside of the house to carry off the smoke.
5. Kindling – small sticks that will burn easily.
6. Back log – log placed at the back of the fireplace to enable fire to burn easily.
7. Ignite – to cause a fuel to burn.
8. Fire screen – a protective screen in front of a fireplace. It may be wire mesh or glass.
9. Hearth – a brick, stone or cement area in front of a fireplace.
10. Stoke – to stir or tend a fire.
11. Andirons – metal supports for firewood in a fireplace.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper, number from 1-11. Match the following terms with the proper definition. Write the letters by the appropriate number. Check your answers with those on page 5 .

TERMS

1. Andirons
2. Back log
3. Chimney
4. Draft or damper
5. Fire screen
6. Green wood
7. Hearth
8. Ignite
9. Kindling
10. Seasoned wood
11. Stoke

DEFINITIONS

A. Small sticks that will burn easily.

B. Device for regulating the flow of air.

C. Freshly cut wood.

D. Structure used to carry off smoke.

E. To stir or tend a fire.

F. Log placed at the back of the fireplace.

G. Protective screen placed in front of fire.

H. Wood that has dried somewhat.

I. Metal supports for firewood.

J. To cause fuel to burn.

K. Area in front of a fireplace.

STUDENT INFORMATION

Building a Fire

Fireplaces in the home can help you save money on heating your home or they can simply be used as an emergency back-up system in the event of power failure. Whatever the reason, you need a good supply of wood on hand if you plan to keep a fire going. Firewood needs to be cut and allowed to season before it is used. Green wood has a lot of water in it and will not burn easily. As it seasons or dries out, some of this moisture is removed and you can start your fire much easier. Firewood should be cut the proper length for the fireplace and stacked in such a way that air can get around it in order for it to dry properly.

The first step in building a fire is to make sure the damper or draft in the chimney is open. This will allow the smoke to go up the chimney and not back into the room.

Next, newspapers should be crumpled up, one sheet at a time and placed in the center of the fireplace. Cover the newspaper with kindling laid either teepee or log cabin fashion. You want the kindling sticks close enough to one another so that the flame can easily move from one stick to another. Kindling sticks should be no more than finger-thick. Softwoods that have a lot of resin or tar in them make good kindling, but you can also use corn cobs, pine cones, or scrap pieces from a lumberyard.

Add small logs on top of the kindling. A back log placed at the back of the fireplace will help the fire burn easier. Although this back log may not catch fire itself for a long time, it will serve to keep the cold wall of the fireplace from putting the fire out. You can now add one or two larger logs on top. Using a match, light the newspapers and this will in turn light the kindling. As the kindling burns it will eventually cause the logs to ignite.

Fires need a certain amount of oxygen or air in order to burn. Too little and the fuel will not ignite, and too much air will cause the flame to be blown out. It is very important to space wood pieces far enough apart to allow air to mix with the vapors coming from the wood. Logs need the heat supplied by flames from nearby wood to keep their surface temperature high enough for them to burn. The use of andirons in the fireplace will help hold the wood in place and allow for the proper circulation of air.

Once your fire is burning, replace the fire screen on the hearth to keep the sparks from flying out and causing some damage to rugs or furniture in the room. You will need to stoke or stir your fire occasionally in order to keep it burning and add logs as necessary.

STUDENT SELF-CHECK

Steps in Building a Fire

On a separate sheet of paper arrange the steps in building a fire in the proper order. Place the numbers 1-7 by the proper letter. Check your answers with those on page 5 .

A. Place small logs over kindling.

B. Add crumpled newspapers.

C. Place firescreen in front of fireplace.

D. Open damper.

E. Add larger logs.

F. Stack kindling.

G. Ignite kindling.

STUDENT INFORMATION

Removing Ashes and Soot

Many fireplaces today have an opening at the back near the chimney through which ashes can be removed to a compartment below the fireplace. Ashes can be shoveled or swept through this opening and later removed from outside the house. This saves energy as well as time and eliminates getting the house dirty or dusty. When the ash compartment is full, use buckets or a wheelbarrow to carry the ashes to your flower beds. Ashes contain valuable minerals that your flower garden can use.

In older homes it will be necessary to remove the ashes from the fireplace by the use of buckets and a shovel. Close the damper on the fireplace first to prevent the dust from blowing about the room. You might prefer to use gloves to keep the soot off your hands. Use a metal bucket or container as the ashes may still be warm. A flat shovel is best for scooping up the ashes and partially burned wood and placing them in the bucket. A small broom is handy for sweeping ashes from the hearth. Remove the bucket of ashes to the yard immediately to prevent accidentally catching something on fire.

It is not necessary to remove the ashes from a fireplace daily as it is easier to start a fire if some of the ashes stay there. However, a heavy accumulation of ashes makes it impossible to start a new fire.

At the end of the cold season, it is necessary to remove all of the ashes from the fireplace and give all accessories a good cleaning. Andirons can be washed clean and then rubbed with a cloth moistened with kerosene to prevent the iron from rusting. Iron fireplace equipment such as tongs and shovels can be treated in the same way. Fire screens should be kept dusted. If necessary they can be washed with detergent and water using a brush.

STUDENT INFORMATION

Safety Tips

1. Inspect chimney regularly to make sure it is in good shape and clean.
2. Avoid burning trash in your fireplace.
3. Don't use lighter fuels such as kerosene to start or rebuild a fire.
4. Keep small children away from a fire. Never allow them to stoke the fire or add wood. Teach them to respect a fire.
5. Use the best wood available as fuel.
6. Keep upholstered and wooden furniture at least .9 m (3 ft.) away from the fireplace.
7. Do not store firewood near the fire.
8. Never leave home with a fire going; wait until it has burned down safely.
9. Do not store newspapers or plastics near a fire.
10. Keep a fire extinguisher within easy reach.
11. When removing ashes, use a metal bucket. Even when you think they are cold, ashes may be warm enough to melt plastic.
12. Always use a firescreen to prevent sparks from damaging rugs or furniture.

STUDENT SELF-CHECK

Terms to Know

Answers

1. I
2. D
3. F
4. C
5. K
6. B
7. E
8. J
9. A
10. H
11. G

STUDENT SELF-CHECK

Steps in Building a Fire

Answers

A. 4
B. 2
C. 7
D. 1
E. 5
F. 3
G. 6

OBJECTIVE HHF 59,65 **MODULE No. 47**

EVALUATOR'S FINAL CHECKLIST

Title: BUILDING AND MAINTAINING A FIRE

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

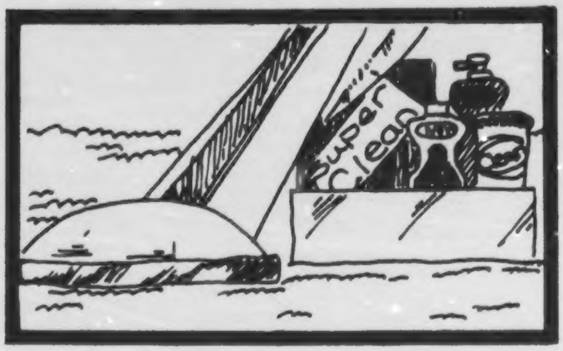
	Accomplished	Not Accomplished	Not Applicable
In building a fire the student:			
1. Opened damper.	☐	☐	☐
2. Stacked kindling over crumpled newspaper.	☐	☐	☐
3. Placed small logs over kindling.	☐	☐	☐
4. Added larger logs.	☐	☐	☐
5. Ignited kindling which ignited fuel and burned.	☐	☐	☐
6. Placed screen in front of fireplace.	☐	☐	☐
7. Stoked and added more logs as necessary.	☐	☐	☐
In removing ashes from a fireplace/heater the student:			
1. Assembled equipment.	☐	☐	☐
2. Removed ashes/soot with shovel.	☐	☐	☐
3. Swept up area around fireplace/heater so that no visible residue remained.	☐	☐	☐

Objective HHF 24

Module No. 48

Housing and Home Furnishings

CLEANING WINDOWS



INTRODUCTION

One of the main purposes of windows in a home is to let in daylight and allow the dweller to look outside. In addition, we expect windows to add to the beauty of our home. In order to fulfill these purposes, the windows must be kept clean. A good homemaker takes pride in having windows and mirrors that are sparkling clean. In this module you will learn how to clean windows properly.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided with a glass surface, detergent, cloths, and cleaner, clean the glass surface.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING WINDOWS.

The instructor will provide a glass surface, detergent, cloths, and cleaner. Clean the glass surface.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, HOW TO WASH WINDOWS, p. 2 ,

   (and/or)__________________________ .

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, WASHING WINDOWS, p. 5 .

3. PRACTICE cleaning a window at home or in the laboratory.

   (and/or)________________________.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

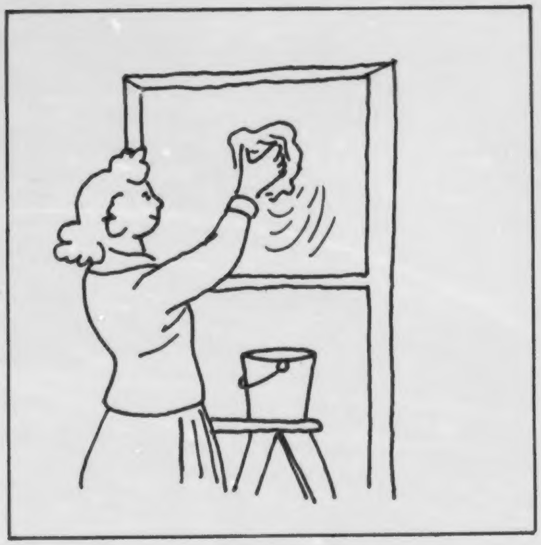
How to Wash Windows[1]

You will need a pail for wash water, a pail for rinse water, a sponge or cloth for washing, soap or detergent--or a special window cleaning product, soft cloths for rinsing, newspapers for polishing, and a ladder or a step stool. Two useful extra helpers are windshield wiper, and chamois.

Windows are made to look through. You won't be able to see out if the glass is dirty, so dust the windows every week. Then wash the glass just as soon as it begins to look dirty.

1. Be careful - Never lean out of a window. Never stand outside on a window sill to wash the window. Most windows can be washed by pushing the bottom half up, and pushing the top half down so you can reach outside.

   You can wash some first floor windows by standing on a ladder outside. Never let a ladder lean against a pane of glass.



2. Get ready — First, pick the kind of window cleaner you like best.

   Stores sell many special products to clean windows. Some of these are liquids and some are creams. Every bottle or can tells you the best way to use what is inside. Do exactly the way the directions state.

   You don't always need to buy something special to wash glass. Soap or detergent will do a good job. Just add soap or detergent to a pail of warm water and swish up suds.

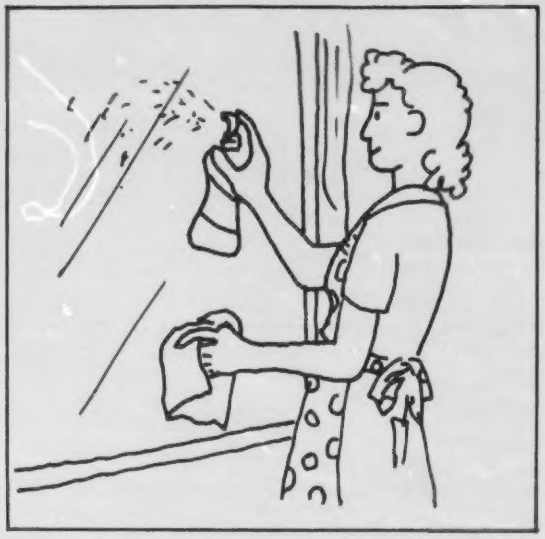
   When you use this sudsy water for washing, you will need another pail filled with warm rinse water. You can add any one of these brighteners to the rinse water:

   30 ml (2 tablespoons) ammonia
   30 ml (2 tablespoons) vinegar
   15 ml (1 tablespoon) kerosene
   125 ml (½ cup) rubbing alcohol
   8 grams (1 tablespoon) borax

   You can also wash windows by using a solution of warm water with one of the following: ammonia, vinegar, borax, kerosene, or rubbing alcohol.

---

[1] "How to Wash Windows," Housekeeping Directions – A Simplified Guide, Cleanliness Bureau, The Soap and Detergent Association, 485 Madison Avenue, New York, NY 10022.



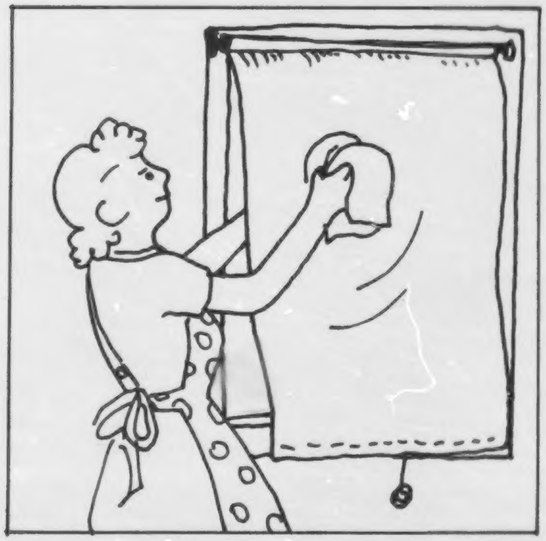
3. Start by — taking down the curtains. Shake out the dust. If the curtains are dirty, wash them.

   Next pull down the shades and dust them on both sides.

   Roll up the shades and take them down.

   Dust the window frames and the window sills.

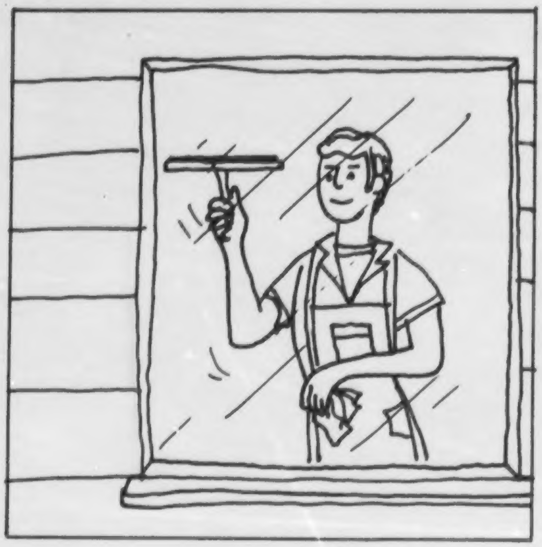
   Wipe very dirty windows on both sides with a damp cloth. Do not rub dry dirt because this will scratch the glass.



4. How to wash windows — Wet a sponge or a soft cloth with the wash water or the water mixture. Use this to wash one pane of glass at a time.

   Next, use a clean damp cloth to rinse that part of the window the same way. Finish up by rubbing the clean glass with a handful of newspaper. This will make the glass dry and shiny.

   Wash windows from one side to the other when you work indoors. Then wash from the top to the bottom when you work outdoors. If there are streaks, you can tell which side to rub again.

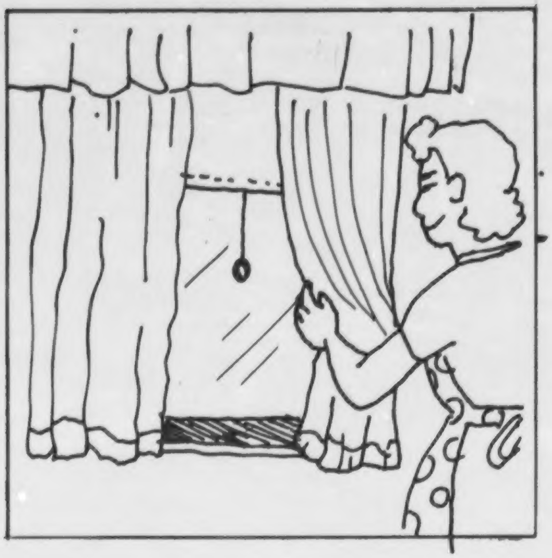


Change the wash water and the rinse water as soon as they become dirty.

If you wash windows when the weather is freezing cold, use 30 ml (2 tbsps.) of glycerine (from the drug store) or alcohol in the wash water and in the rinse water. This helps to keep the glass from steaming up.

If you use a special window cleaner on glass, use a dry cloth to wipe it off right away. Rub the glass with a clean cloth or with a handful of newspaper to make it shine.

Wash, rinse, and dry the window frames and the window sills. Hang the clean curtains and shades back at the windows.



5. Special tips - Wet a small brush in the wash water and use it to clean out the corners of a window frame; or wrap wet cotton around a toothpick or a match and use this to get into the corners.

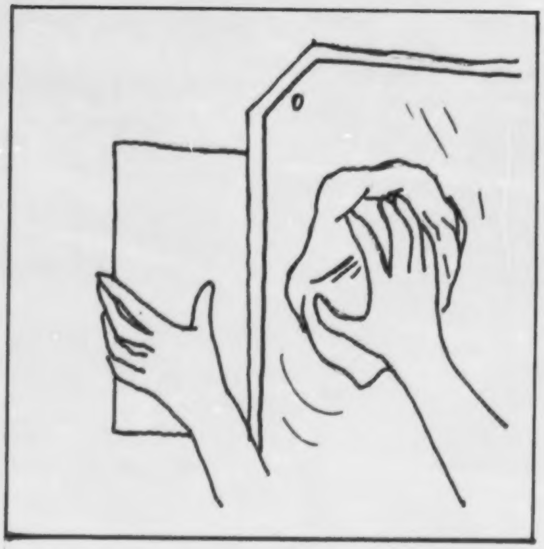
When you use a special window cleaner, do not get it on the painted frame or woodwork around the window.

Don't wash windows when the sun shines right on them. The warm sun dries the glass so fast that it will look streaked.

If you can, use a hose to wet the windows outside before you wash them.

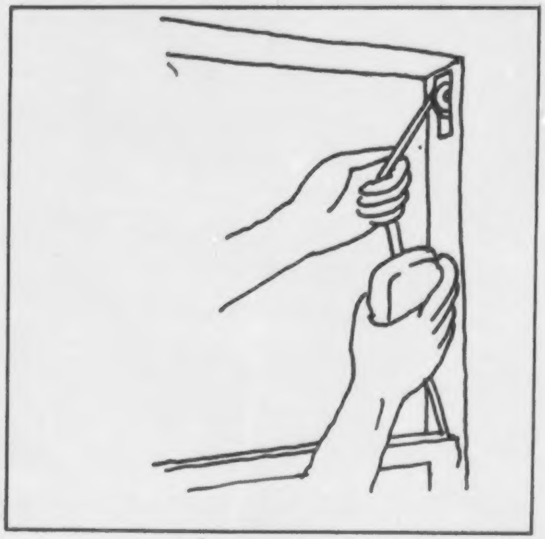
Use a clean floor mop dipped into the wash water when you wash the outside of a picture window. Rinse the window with water from a hose or dip the mop into a solution of clean water and ammonia. Use this to rinse the window.

You can wash mirrors and picture glass like windows. Just hold a blotter or a piece of cardboard against the frame so water can't get inside or on the wall.



A windshield wiper is a very good helper to dry glass after it is clean. Hold the wiper flat against the glass and scrape it down in a straight line. Dry the wiper off with a cloth after each stroke. Another way to polish clean glass is by rubbing it with a soft chamois.

For sash-type windows, rub a bar of soap over the window ropes or slides once in a while. This will make the windows go up and down without sticking.



STUDENT SELF-CHECK

Washing Windows

On a separate sheet of paper write down the numbers of the statements below which are true in relation to washing windows. Check your answers with those on p. 6 .

1. Warm water with vinegar added makes a good solution to clean windows.
2. When washing windows in freezing weather add glycerine or alcohol to the rinse.
3. There is only one kind of window cleaner that will do a good job.
4. Do not rub dry dirt as this will scratch the glass.
5. Never use newspapers when washing windows.
6. Washing windows while the sun is shining on them causes them to streak.
7. You can wash mirrors the same way as windows.
8. A windshield wipe is a good thing to use to speed up cleaning of a picture window.

STUDENT SELF-CHECK

Washing Windows

Answers

1
2
4
6
7
8

OBJECTIVE 24 MODULE No. 48

EVALUATOR'S FINAL CHECKLIST

Title: **CLEANING WINDOWS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

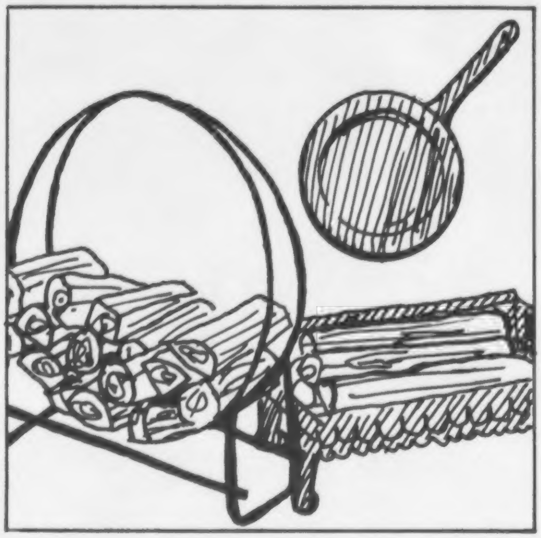
In cleaning glass, the student:	Accomplished	Not Accomplished	Not Applicable
1. Washed glass with warm water.	☐	☐	☐
2. Applied non-abrasive cleaner.	☐	☐	☐
3. Rinsed with clear water.	☐	☐	☐
4. Dried and polished with cloth or paper; window was free of stains, food particles, grime, water spots, and cleaner residue.	☐	☐	☐

Objective HHF No. 25

Module No. 49

Housing and Home Furnishings

CLEANING IRON SURFACES



INTRODUCTION

Among our oldest types of cooking utensils are those made of iron. Many are still in use today. Because of the increased emphasis on saving fuel and energy, many homemakers are returning to the practice of using cast iron wood-burning or coal-burning stoves to heat their homes. Wrought iron is used for furniture of all types as well as accessories for the home. In this module you will learn how to care for both cast iron and wrought iron surfaces.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Using chemicals or brush, cloths and detergent, clean the designated iron surface.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CLEANING IRON SURFACES.

The instructor will provide chemicals or brush, cloths and detergent. Clean the designated iron surface.

LEARNING ACTIVITIES

1. READ Student Information, CARE OF IRON COOKWARE, p. 2,

   (and/or)____________________.

2. WATCH a teacher or student demonstration on how to "season" an iron skillet,

   (and/or)____________________.

3. READ Student Information, CARE OF IRON FURNISHINGS, p. 3,

(and/or)__________________________.

4. PRACTICE removing rust from an iron utensil at home or in the classroom,

   (and/or) __________________________.

5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Care of Iron Cookware [1]

Cast iron is a hard, brittle, iron that will rust easily. It is used for making cooking utensils and wood-burning stoves or heaters. Pots and pans made of cast iron will rust very easily unless properly cared for. New iron cookware must be "seasoned" before it is used to prevent rusting. This means that you must grease the pan inside and outside with an unsalted fat such as lard or vegetable oil and heat at a very low temperature four to six hours. During the heating process, apply more fat occasionally. Wipe off excess fat when the seasoning has been completed.

After each use, wash in hot soapy water and dry completely. During the seasoning process, you will need to grease the utensil both before and after use for the first several weeks. To care for iron utensils after they have been seasoned, simply wash them in hot, soapy water and dry completely before storing. Should rust occur, remove the rust with steel wool or scouring powder, wash, rinse, dry and reseason. Do not wash iron utensils in an electric dishwasher as the harsh detergent will remove the seasoning and cause it to rust.

If storing iron utensils for a long time, coat them with unsalted oil, wrap them in plastic wrap or paper, and store them in a dry place. Wash the utensil before it is used.

STUDENT INFORMATION [2]

Care of Iron Furnishings

Wrought iron, used for lamp stands and other ornamental pieces, is a purer form of iron than cast iron and resists rust. It can be polished with a liquid wax to increase its rust resistance and make dusting easier. It can also be painted with a good paint made especially for iron. Iron paint is available in both a flat finish and a glossy finish. Iron furniture for outdoor use must be kept well painted to prevent rust.

If rust does appear on wrought iron, remove it with steel wool and kerosene. If it is badly rusted, it can be soaked in kerosene and then rubbed with steel wool.

You can also make a homemade cleaner to restore the finish on all iron furnishings. It can be used on both wrought iron and cast iron. However, do not use this cleaner on cooking utensils.

How to make:

Mix together 2 cups boiled linseed oil, 2 cups gum turpentine, and 2 tablespoons Japan dryer*.

*Japan dryer is necessary so that the mixture dries but does not become gummy or sticky.

How to use:

Brush off loose dirt from an iron accessory. Saturate a soft, lintless cloth with cleaner and wipe the iron surface. Let it stand to allow time for the surface to absorb the cleaner. For badly aged iron, use more than one coat. When rust and pitting have disappeared, wipe away excess cleaner and polish with a soft dry cloth.

---

[1] The Care and Cleaning of Furniture and Furnishings, Clemson University Extension Service, Clemson, SC, 1979.

[2] The Care and Cleaning of Furniture and Furnishings, Clemson University Extension Service, Clemson, SC, 1979.

CAUTION: Protect work surface with several layers of newspapers. If cleaner is allowed to remain on any surface, it dries to a varnish-like consistency and is hard to remove. This is due to the drying action of the Japan dryer.

How to store:

Store in jar with a tightly fitting screw top. LABEL. Store out of reach of children.

OBJECTIVE **HHF No. 25** **MODULE** No. 49

EVALUATOR'S FINAL CHECKLIST

Title: **CLEANING IRON SURFACES**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Cleaned surfaces were free of:	Accomplished	Not Accomplished	Not Applicable
A. Moisture	☐	☐	☐
B. Grime	☐	☐	☐
C. Rust	☐	☐	☐
D. Other particles	☐	☐	☐

Housing and Home Furnishings

DUSTING PLANTS WITH CHEMICALS

INTRODUCTION

The control of plant diseases and insects is important in every home to insure healthy and beautiful plants. One of the most commonly used methods of disease and insect control is dusting with a chemical. Many chemicals, called pesticides, are available for this purpose. Read the label on the product to see exactly what it will control. Follow all safety rules stated on the label for the proper use of pesticides. In this module you will learn how to dust plants with pesticides to rid them of disease and insects.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided plants that need dusting, chemical compound, and duster, dust plants.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, DUSTING PLANTS WITH CHEMICALS.

Your instructor will provide plants that need dusting, a chemical compound, and a duster.
- Dust plants

LEARNING ACTIVITIES

1. READ and study Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or) ______________________.

2. COMPLETE Student Self-Check, TERMS TO KNOW, p. 3.

3. READ about dusting plants in a reference provided by your instructor,

   (and/or) ______________________.

4. READ Student Information, DIRECTIONS FOR DUSTING, p 4,

   (and/or) ______________________.

5. OBSERVE a display of pesticides and their use provided by your instructor,

   (and/or) ______________________.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

Below are listed some words that are related to the use of chemicals to kill plant disease or insects. Study them carefully.

1. Pesticides — Any chemical used to kill plant pests inside or outside the house.
2. Nematodes — Tiny wormlike insects found in the soil which destroy the plant root system.
3. Fungus — Mildews and molds found on plants.
4. Herbicide — Used to kill unwanted plant growth.
5. Insecticide — Used to kill insects which eat the plant leaves, flowers, or stems.
6. Toxic — Poisonous.

STUDENT SELF-CHECK

Terms to Know

Number from 1-6 on a separate piece of paper. Match each term below with a definition from A-F. Place the letter of the definition to the right of number indicating the term it matches. Check your answers with those on page 6.

TERMS

1. Insecticide
2. Pesticide
3. Herbicide
4. Nematode
5. Toxic
6. Fungus

DEFINITIONS

A. Any chemical used to kill plant pests.

B. Poisonous.

C. Tiny wormlike insects in the soil.

D. Used to kill unwanted plant growth.

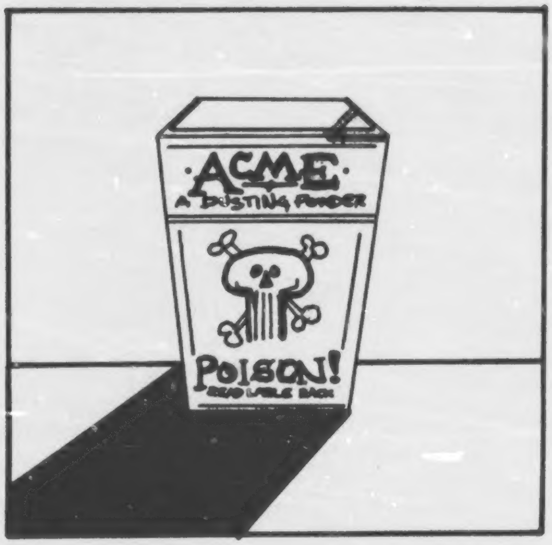
E. Mildews or molds found on plants.

F. Used to kill insects which eat plants.

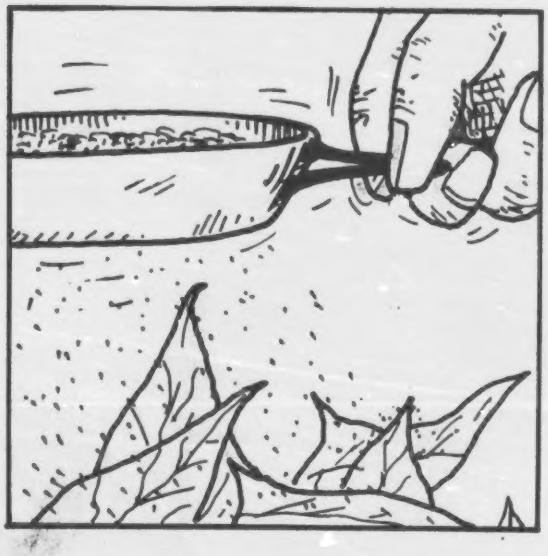
STUDENT INFORMATION

Directions for Dusting

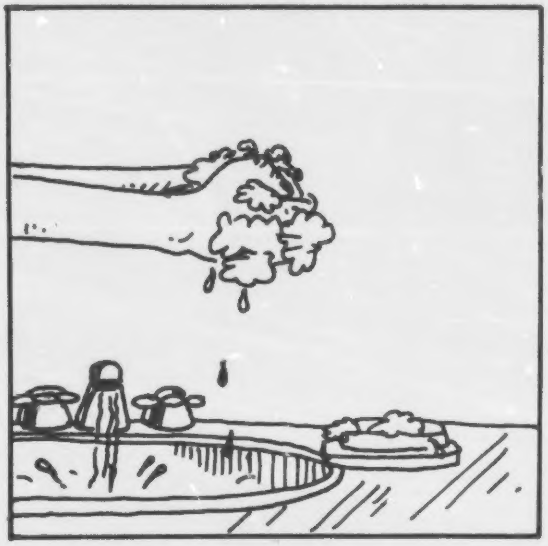
1. Read the pesticide label carefully and follow all safety suggestions provided on the container.



2. If the plant is outside the house, check the weather conditions to see if the chemical can be applied in damp or windy weather if necessary.
3. If the chemical is to be used inside the house, check to see about its use around food, pets, or children. Are the chemicals toxic?
4. Following directions on the label, carefully place the chemical in the duster.
5. Dust the plants as directed. Dust the surface of all affected areas.

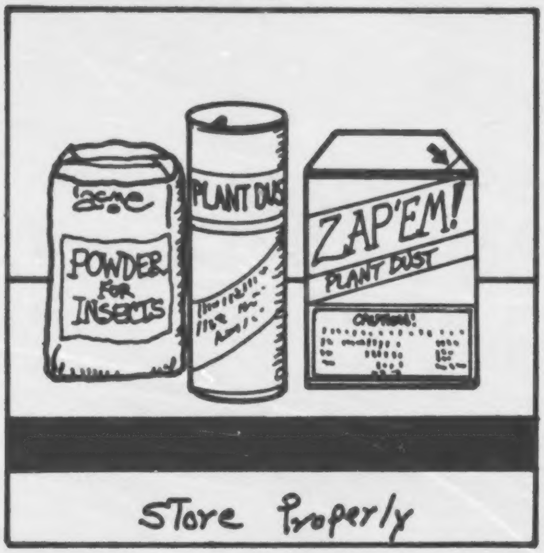


6. Clean the duster properly.
7. Wash hands and arms thoroughly with soap and warm water. Rinse well.

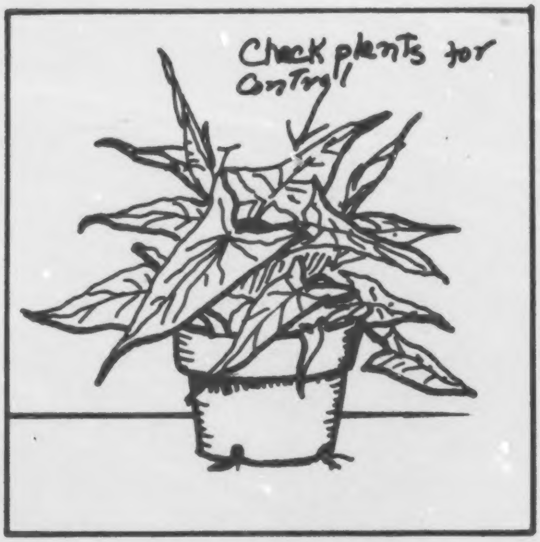


8. Dispose of the chemical container (can or bag) as directed on the package.

9. If some of the pesticide is left over, store it properly under lock and key. If the container is empty, dispose container as directed on package.


POWDER FOR INSECTS
PLANT DUST
ZAP'EM!
PLANT DUST
CAUTION!
Store Properly

10. Check plants later to see if the insect or disease was controlled within the time claimed on the package label.


Check plants for control

STUDENT SELF-CHECK

Terms to Know

Answers

1. F
2. A
3. D
4. C
5. B
6. E

OBJECTIVE HHF No. 5 **MODULE** No. 50

EVALUATOR'S FINAL CHECKLIST

Title: **DUSTING PLANTS WITH CHEMICALS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

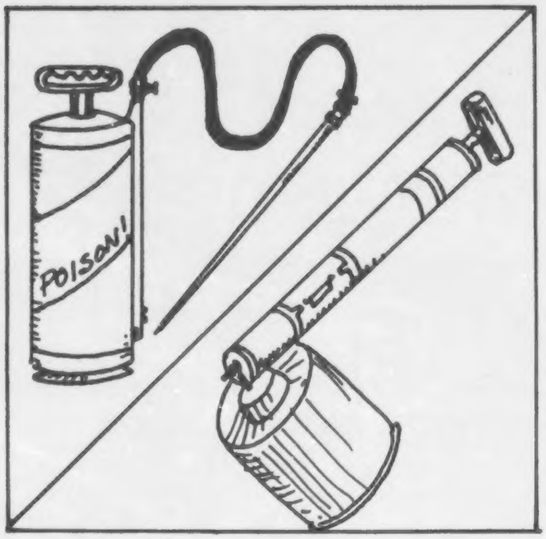
The student:

	Accomplished	Not Accomplished	Not Applicable
1. Read the label carefully and followed directions accurately	☐	☐	☐
2. Placed chemical in duster	☐	☐	☐
3. Dusted plants uniformly; plants showed evidence of insect/disease control within time claimed on label.	☐	☐	☐
4. Disposed of container/stored container	☐	☐	☐
5. Cleaned duster	☐	☐	☐
6. Washed hands and arms	☐	☐	☐

Objective HHF 15 Module No. 51

Housing and Home Furnishings

SPRAYING PLANTS WITH CHEMICALS



INTRODUCTION

Insects or diseases often strike lawn and garden plants. Plant diseases and insects can be controlled by spraying with chemicals. Many chemicals are available for this purpose. In this module you will learn how to spray outside plants with chemicals to control insects and disease.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given plants that need spraying, graduated measuring cup, spray gun, containers for mixing,and spraying chemical, spray plants.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SPRAYING PLANTS WITH CHEMICALS.

The instructor will provide plants that need spraying, a measuring cup, a spray gun, buckets for mixing and a chemical. Spray the plants so that all areas are covered with chemical.

LEARNING ACTIVITIES

1. READ Student Information, HOW TO SPRAY PLANTS, page 2 ,

   (and/or)________________________.

2. VIEW a demonstration on spraying plants with chemicals.

3. STUDY references provided by your instructor about spraying plants with chemicals,

   (and/or)________________________.

4. COMPLETE Student Self-Check, PLANT POINTERS, page 3.
5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

How to Spray Plants

Pesticides are the chemicals used to kill plant insects and diseases. Before a chemical is selected, the plant should be studied carefully to see if there is a need to control insects or a disease. Consult your agriculture teacher, county agent, or agricultural sales person for help in identifying insect or disease and selecting the pesticide needed. Read the label carefully before beginning. Follow safety precautions - these pesticides are often poisonous.

Prepare the sprayer you will be using. Most are hand-held guns or tanks. Mix the pesticide with water in a bucket as directed on the label. Measure carefully. Fill the sprayer with the chemical mixture. Cover any water containers or food sources in the area you will be spraying.

Apply the spray until all areas of the plants are covered.

Clean the mixing and spraying equipment with soap and water. Store. Wash your hands and any other part of your skin the chemical might have touched with soap and warm water.

No. 51

STUDENT SELF CHECK

Plant Pointers

On a separate sheet of paper, number from 1-8. Write the word which best completes each statement by the appropriate number. Check your answers with those on page 4.

1. Any chemical used to kill plant insects or disease is called a ________.
2. Wash equipment and hands thoroughly with______________ and water after you finish spraying the plants.
3. Remember that pesticides are ________ ,so follow safety precautions.
4. Spraying plants controls both _________ and disease.
5. Spots on leaves, mildew or mold might indicate a ________ .
6. Use a hand-held ________ to spread the chemical on the plants.
7. Read the ________ carefully and follow directions.
8. When spraying, be sure to cover all of the _______ thoroughly.

STUDENT SELF-CHECK

Plant Pointers

Answers

1. Pesticide
2. Soap
3. Poisonous
4. Insects
5. Disease
6. Sprayer
7. Label
8. Plants

OBJECTIVE HHF 15 MODULE No. 51

EVALUATOR'S FINAL CHECKLIST

Title: **SPRAYING PLANTS WITH CHEMICALS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

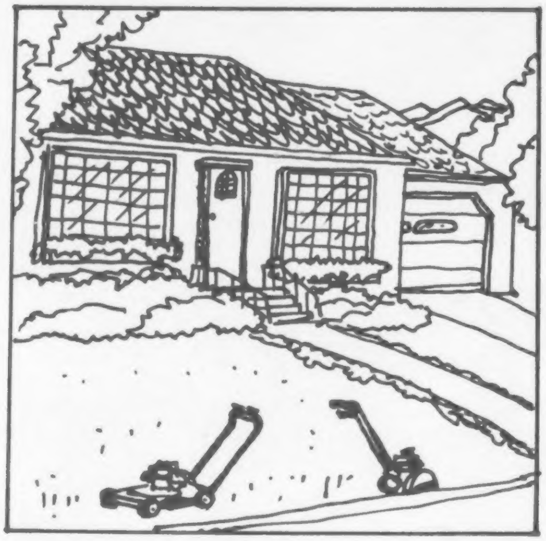
The student:

	Accomplished	Not Accomplished	Not Applicable
1. Prepared the sprayer.	☐	☐	☐
2. Mixed the chemicals and water.	☐	☐	☐
3. Followed directions on label.	☐	☐	☐
4. Applied the spray so that all areas of the plants were thoroughly covered with the chemical spray.	☐	☐	☐
5. Cleaned equipment used for mixing and spraying.	☐	☐	☐
6. Washed hands and other exposed areas with soap and water.	☐	☐	☐
7. Stored equipment.	☐	☐	☐

Objective HHF Nos. 6, 8 Module No. 52

Housing and Home Furnishings

MOWING AND EDGING A LAWN



INTRODUCTION

Two tasks most homeowners need to do are to mow the lawn and trim around the edges. Grass must be kept mowed to a height that is neat in appearance and is practical when using the area. Some grasses such as Bermuda, Zoyzia, and Centipede make runners which will creep onto the sidewalk or street as they grow. These must be trimmed back in order to have a neat walk and lawn area. In this module you will learn how to mow the lawn with a mower and how to edge the lawn.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given a lawn mower, push broom and rake, mow assigned area of lawn.

Provided with edging tool, push broom, rake, container for trimming and areas to be edged, edge at least 1.8 m (6 ft.) of the given lawn.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, MAINTAINING THE LAWN.

The instructor will provide a lawn mower, rake, wheelbarrow, lawn edger, and an area of a lawn to be mowed and edged. Mow and edge the lawn.

LEARNING ACTIVITIES

1. READ and STUDY Student Information, MOWING AND EDGING A LAWN, p. 2,

   (and/or) ________________________.

2. COMPLETE Student Self-Check, LAWN CARE, p. 3.

3. PRACTICE mowing and edging your lawn at home,

   (and/or) ________________________.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Mowing and Edging a Lawn

Before mowing a lawn, remove any large sticks or limbs, pinecones, rocks, or litter which are in the area to be cut. These could cause injury to you or others in the yard area if caught by the lawn mower blade or edge trimmer. Read the instruction booklet that comes with your mower if you are using it for the first time. Follow all safety warnings stated therein. Check the mower and set the blades at the proper height of cut for your grass type. Check the mower for gasoline and/or oil. Study owner's manual to know how to do these things correctly. Be sure to wear safety goggles and to keep your hands and feet clear of the blade when using the mower or the edger. If possible, keep the discharge chute pointed away from people, buildings, walkways, streets, and cars.

Start the mower. Adjust the controls to correct speed. Determine where you will start and the direction in which you will travel. Mow the grass within the given area, checking and emptying the grass catcher as needed (if one is used).

Edging a lawn keeps it attractive. Many types of power and manual edgers are available. Study the manual that comes with your edger for directions on fuel, cleaning, and use. Edge around walkways, curbs, streets, or buildings. If using a power edger, follow the same safety precautions that you would follow when mowing a lawn.

Use a rake and a container for trimmings to remove grass and other debris when you are finished.

Store the lawn mower and edger in their proper places.

STUDENT SELF-CHECK

Lawn Care

On a separate sheet of paper number 1-5. Complete the following questions by writing the correct letter by the corresponding number. Check your answers with those on p. 4. .

1. Remove large sticks or limbs, pinecones, rocks, and litter

   A. before mowing the lawn.
   B. after mowing the lawn.
   C. is not necessary when mowing the lawn.

2. Blade height, oil level, and operating instructions

   A. must be checked before beginning.
   B. are found in the owner's manual.
   C. Both statements are correct.

3. Edging is done with a lawn mower.

   A. True
   B. False

4. Keep up a fast pace when mowing and edging the lawn since it is a time-consuming task.

   A. True
   B. False

5. Keep the discharge chute pointed away from people, buildings, and walkways when mowing the lawn.

   A. True
   B. False

STUDENT SELF-CHECK

Lawn Care

Answers

1. A
2. C
3. B
4. B
5. A

OBJECTIVE HHF Nos. 6,8 MODULE No. 52

EVALUATOR'S FINAL CHECKLIST

Title: **MOWING AND EDGING A LAWN**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student:

	Accomplished	Not Accomplished	Not Applicable
1. Studied the owner's manual for the edger and lawn mower	☐	☐	☐
2. Removed all debris from area to be edged and mowed	☐	☐	☐
3. Followed safety precautions in operating mower and edger.	☐	☐	☐
4. Mowed the lawn so that grass was uniform in height and cutting paths were parallel.	☐	☐	☐
5. Edged the lawn around curbs, sidewalks, trees, and shrubs so that edges were smooth and conformed to pattern of edged area	☐ ☐	☐ ☐	☐ ☐
6. Emptied grass catcher (if applies)	☐	☐	☐
7. Removed trimmings with rake and wheelbarrow.	☐	☐	☐
8. Stored the equipment when finished	☐	☐	☐

Housing and Home Furnishings

PLANTING BULBS AND CORMS

INTRODUCTION

A beautiful flower garden makes a home more attractive. Some of our most popular flowers are grown from bulbs or corms. These are underground plant structures which store plant food for the production of roots, stems, and flowers. In this module you will learn to plant bulbs and corms.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given bulbs and corms, designated area, hoe, and spading fork, plant bulbs and corms.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist.

The instructor will provide bulbs or corms, a place to plant, a hoe, a spade, and a water source. Plant the bulbs and corms.

LEARNING ACTIVITIES

1. READ AND STUDY Student Information, PLANTING BULBS, p. 2.

   (and/or) ______________________________

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, PLANTING BULBS, p. 3.

3. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Planting Bulbs

Gather the necessary materials for planting bulbs. Flowers commonly planted from bulbs include tulips and daffodils. Crocuses are planted from corms. Prepare the soil by loosening it with a rake and hoe. Dig a hole 15 to 20 cm (6 to 8 inches) deep for each bulb or corm. Remove the bulbs from the package or bed, taking generous amounts of soil with each bulb. Place the bulb in the hole in an upright position to the depth suggested on the bulb package. Fill the hole with soil. Soak the filled hole with water from a hose or bucket. Return garden equipment to storage area. Wash hands with soap and water.

STUDENT SELF-CHECK

Planting Bulbs

On a separate sheet of paper write down the numbers of the statements below which are true in relation to planting bulbs. Check your answers with those on page 4.

1. All bulbs should be planted at a depth of 30.5 cm (12 inches).
2. Plant bulbs in clumps rather than individually to discourage weed growth.
3. Daffodils and tulips are common flowers grown from bulbs.
4. When removing bulbs from the package, take care to keep some soil around each one.
5. All bulbs need to be watered after they are set in the ground.

STUDENT SELF-CHECK

Planting Bulbs and Corms

Answers

3
4
5

OBJECTIVE HHF 10 MODULE No. 53

EVALUATOR'S FINAL CHECKLIST

Title: **PLANTING BULBS AND CORMS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The Student:

	Accomplished	Not Accomplished	Not Applicable
1. Prepared plant bed.	[ ]	[ ]	[ ]
2. Dug the necessary holes to depth specified by instructions for particular type bulb.	[ ]	[ ]	[ ]
3. Placed each bulb in the hole in an upright position.	[ ]	[ ]	[ ]
4. Filled the hole with soil.	[ ]	[ ]	[ ]
5. Watered the filled hole thoroughly.	[ ]	[ ]	[ ]
6. Put away equipment and cleaned up.	[ ]	[ ]	[ ]

Objective HHF Nos. 4,11

Module No. 54

Housing and Home Furnishings

PLANTING FLOWERING ANNUALS

INTRODUCTION

Annual flowers are those that have to be replanted each year. They may range in size from about 5.0 cm (2 inches) to 1.830 m (6 feet) tall. They can be planted in flower gardens, window boxes, pots, or hanging baskets. Examples of annuals are petunias, pansies, marigolds, salvia and sunflowers. Annuals add color all through the summer months. In this module you will learn how to plant annual flowers from seeds, how to water, and how to apply granular chemicals to control insects, weeds, and nematodes.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then, either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given seeds to be planted, a designated area, hand spade and supplies, plant seeds.

Given plants, granular chemicals, trowel/hoe, and access to water, apply granular chemicals to plants.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PLANTING FLOWERING ANNUALS.

The instructor will provide a soil bed, seeds, water, spade or trowel, rake, and a granular chemical. Plant the seeds and apply granular chemicals as needed.

LEARNING ACTIVITIES

1. STUDY Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or) ______________________________.

2. COMPLETE Student Self-Check, WORD DEFINITIONS, p. 2.

3. READ about flowering annuals in a reference provided by your instructor to learn how to plant them from seed and apply granular chemicals,

   (and/or) ______________________________.

4. VISIT a local store to study and compare information found on seed packets,

   (and/or) ______________________________.

5. PRACTICE planting annuals at home or as an FHA, church, or scouting project,

   (and/or) ______________________________.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary Of Terms

1. Annuals — Flowers that must be planted each year.
2. Bedding Plants — Annuals planted in groups to give large masses of color.
3. Borders — Some annuals, due to their growth habit, are better suited to planting in a border along with other annuals against a fence, wall, or screen for background.
4. Cut Flowers — Flowers excellent for cutting and indoor use due to their long life or outstanding beauty.
5. Edging — The low compact growth of some annuals makes them valuable for planting around the edge of walks, beds, or borders.
6. Flats or Market Packs — A term used for boxes holding young plants that were started in greenhouses and sold to be transplanted rather than starting your own plants from seeds.
7. Foliage — The leaves of a plant.
8. Germinate - To being to grow or develop.
9. Granular Chemicals — Chemicals applied to the soil to control insects, weeds, or nematodes.
10. Pest — An insect or animal that destroys plants.
11. Screen — Some annuals due to their height or growth habits are best used as a break or screen as background plants in a border.
12. Transplant — To move a plant from a flat to the soil after the young plant was started in a greenhouse.

STUDENT SELF-CHECK

Word Definitions

On a separate sheet of paper number 1-10. Write the word which matches the definition by the appropriate number. Check your answers with those on page 4.

DEFINITIONS

1. An insect or animal that destroys plants.
2. Boxes holding young plants sold for transplanting.

3. The leaves of a plant.

4. The growth period from seed to sprout.

5. Low annuals planted around walks, beds, or borders.

6. Flowers used indoors in arrangements or pots.

7. Annuals planted against a fence, wall or screen for background.

8. Flowers that must be replanted each year.

9. Flowers planted in groups to give large masses of color.

10. Chemicals added to the soil to rid it of pests.

WORD LIST

Foliage

Edging

Pest

Annuals

Germinate

Granular

Borders

Flats

STUDENT SELF-CHECK

Word Definitions

Answers

1. Pest
2. Flats
3. Foliage
4. Germinate
5. Edging
6. Cut
7. Borders
8. Annuals
9. Bedding plants
10. Granular

OBJECTIVE HHF Nos. 4 & 11 **MODULE** No. 54

EVALUATOR'S FINAL CHECKLIST

Title: **PLANTING FLOWERING ANNUALS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

	Accomplished	Not Accomplished	Not Applicable
In planting seeds, the student:			
1. Prepared soil according to instructions on seed packet	☐	☐	☐
2. Prepared seed for planting	☐	☐	☐
3. Sowed seeds at recommended depth, spacing, and dates specified by instructions on seed packet.	☐	☐	☐
4. Watered soil	☐	☐	☐
In applying granular chemicals, the student:			
1. Measured amount of chemical needed	☐	☐	☐
2. Loosened soil around plant	☐	☐	☐
3. Sprinkled chemicals uniformly in soil; avoided direct contact with plant roots	☐	☐	☐
4. Worked chemical into soil uniformly	☐	☐	☐
5. Watered plant	☐	☐	☐

Objective HHF 9, 14, & 16

Module No. 55

Housing and Home Furnishings

SETTING OUT PLANTS AND MULCHING SHRUBBERY

INTRODUCTION

Annual plants are widely used to add beauty to your home landscape. Garden plants are used to provide a variety of vegetables for your family table. These plants may be started from seed at home in small containers or bought in small flats prior to transplanting them to flower beds or vegetable gardens. The actual procedure for transplanting these flowers or vegetables is critical and should be carefully completed. Mulching plants preserves moisture and protects them.

In this module you will learn how to plant annual flowers or vegetables and how to mulch shrubbery or trees.

Read the objectives. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Provided with plants, spade, trowel, and hoe, set out plants in assigned area.

Provided with mulching materials, fertilizer, spade, rake, and hoe, mulch assigned shubbery and/or trees.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, SETTING OUT PLANTS AND MULCHING SHRUBBERY.

The instructor will provide plants, a spade, trowel, shovel, rake, hoe, water, and mulch. Set out plants. Mulch a shrub or tree as required by the instructor.

LEARNING ACTIVITIES

1. READ Student Information, PLANTING ANNUAL FLOWERS AND VEGETABLES, p. 2,

   (and/or) ______________________.

2. READ about planting flowers or vegetables in references provided by your instructor,

   (and/or) ______________________.

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check, PLANTING ANNUAL FLOWERS AND VEGETABLES, p. 3.

4. READ Student Information, MULCHING SHRUBS OR TREES, p. 3,

   (and/or) ______________________.

5. COMPLETE Student Self-Check, MULCHING SHRUBS OR TREES, p. 4.

6. OBSERVE transplanting and mulching at home, in a greenhouse, or horticulture class,

   (and/or) ______________________.

7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Planting Annual Flowers and Vegetables

Prepare a bed for planting by checking the soil for proper moisture and soil type. (A county extension agent can determine if your soil is ready for planting by studying a soil sample.) Using a spade or hoe, dig a hole to about twice the width of the root ball and slightly deeper than the root ball. Cut both sides of the container with a knife and remove the plant. Remove each plant just before planting so the roots won't dry out. If the root ball is packed tightly, gently pull the root ends from the ball being careful not to damage the roots.

Soak the hole with water. Set the plant into the hole and fill it under and around the sides of the root ball. The top of the root ball should be level with the soil in the bed. With a garden hose or bucket, water the plant again. Shade the plant from hot sun by using a bushy limb placed over the bed until the plants are accustomed to the sun.

STUDENT SELF-CHECK

Planting Annual Flowers and Vegetables

On a separate sheet of paper write down the numbers of the statements which are true in relation to planting annual flowers and vegetables. Check your answers with those on page 5.

1. The annual plants should be removed from the flat before planting so that they have time to adjust to the sun and air temperature.
2. The hole for planting should be about twice the width of the root ball and slightly deeper than the root ball.
3. The plants should be pulled out by hand from the flats before planting in the bed.
4. Most annual flowers need to have water poured around the root ball to assure the proper moisture at planting time.
5. A bushy tree limb is used to protect young plants just set out from frost.

STUDENT INFORMATION

Mulching Shrubbery or Trees

A mulch is a substance that is used on the ground around new or existing plants to prevent the soil from washing away, to assure moisture, to control weeds, and to protect the plant roots. Plants growing in the wild naturally mulch themselves with fallen leaves. Rotten sawdust, pine bark, and pine straw are common mulches used for shrubs or trees in the yard. These usually can be found in your area at no cost except for hauling from the sawdust pile or the woods to your home. Needed materials for mulching are a wheelbarrow, shovel or rake, and a hoe.

To mulch a shrub or tree, prepare the area by hoeing out any weeds and loosening the top 2-3 cm (inch or so) of soil with a hoe. Fertilize if needed. Haul the mulch to the area in a wheelbarrow. Next, use a shovel or rake to place the sawdust, pine straw, or bark under the shrub or tree. Spread evenly underneath the tree as far out as the overhead limbs spread. Keep mulch thick enough to prevent weeds or grass from growing up through it. It will settle some. Smooth the top if you feel it is necessary for a pleasing appearance.

STUDENT SELF-CHECK

Mulching Shrubs or Trees

On a separate sheet of paper number 1 through 5. Write the letter of the answer which best applies to each statement. Check your answers with those on page 5.

1. A mulch is used on the ground around plants to prevent soil from washing away, to hold in moisture, to control weeds, and to protect plant roots.

   A. True
   B. False

2. The greatest advantage of mulch is:

   A. Appearance
   B. Cost
   C. Holds in moisture

3. Grass and fallen leaves are considered good mulches.

   A. True
   B. False

4. It is sometimes necessary to fertilize soil before mulching.

   A. True
   B. False

5. To prevent weeds from growing up through the mulch:

   A. Water often
   B. Keep mulch several inches thick
   C. Use only sawdust

No. 55

STUDENT SELF-CHECK

Planting Annual Flowers and Vegetables

Answers:

2
4

STUDENT SELF-CHECK

Mulching Shrubs and Trees

Answers:

1. A
2. C
3. B
4. A
5. B

OBJECTIVE HHF Nos. 9, 14, & 16 **MODULE** No. 55

EVALUATOR'S FINAL CHECKLIST

Title: SETTING OUT PLANTS AND MULCHING SHRUBBERY

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

		Accomplished	Not Accomplished	Not Applicable
In setting out plants, the student:				
1.	Selected healthy plants	[ ]	[ ]	[ ]
2.	Dug hole appropriate depth and width for plant	[ ]	[ ]	[ ]
3.	Removed plant from container properly	[ ]	[ ]	[ ]
4.	Placed in prepared hole properly; leaves, stems, and roots of plants were not broken	[ ]	[ ]	[ ]
5.	Watered plant	[ ]	[ ]	[ ]
6.	Filled in and firmed soil around plant; visual inspection after 6 hours showed plants had not wilted	[ ]	[ ]	[ ]
In mulching a shrub or tree, the student:				
1.	Removed undesirable growth and debris from around shrub or tree	[ ]	[ ]	[ ]
2.	Added fertilizer as needed	[ ]	[ ]	[ ]
3.	Applied mulch thick enough to prevent vegetation growth	[ ]	[ ]	[ ]
4.	Evenly distributed mulch with edges conforming to pattern of area mulched	[ ]	[ ]	[ ]

Objective HHF No. 13 Module No. 56

Housing and Home Furnishings

ROOTING PLANT CUTTINGS

INTRODUCTION

Houseplants are easily rooted. New plants may be rooted when old ones grow too big or when more plants are desired. In this module you will learn how to root plant cuttings to produce new healthy plants for your home and/or yard.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given plant cuttings to be rooted, containers, pruning shears, rooting medium and rooting harmone, root cuttings.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, ROOTING PLANT CUTTINGS.

Your instructor will provide plant cuttings to be rooted, containers, pruning shears, rooting medium, rooting harmone, and water. Root a plant cutting.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or)________________________.

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 3.
3. READ about stem cuttings and types of plants suitable for stem rooting in a reference provided by your instructor.

   (and/or)________________________.

4. READ Student Information, ROOT A PLANT CUTTING, p. 3.

   (and/or) ______________________.

5. OBSERVE a demonstration on rooting procedures,

   (and/or) ______________________.

6. PRACTICE rooting a plant at home,

   (and/or) ______________________.

7. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary Of Terms

1. Rooting Medium — A mixture of materials such as sand and peat moss in which plant cuttings are placed to form roots.
2. Vermiculite - A rooting medium consisting of expanded mica with good waterholding capacity. Used by itself or mixed with other media, vermiculite is very useful in propagating softwood cuttings. A mineral substance, it has no plant food value.
3. Perlite - A type of commercial rooting medium consisting of volcanic material which is very light in weight. It is often used in place of some of the sand in mixtures to make a lighter, better aerated medium.
4. Rooting Hormone — A dry powder used to promote root growth. Examples are Rootone and Hormodin.
5. Stem Cutting — A 10 to 15 cm (4 to 6 inch) length of a healthy plant stem with bottom leaves removed.
6. Peat Moss — A growing medium made up of partly rotted plants and grass found in marshes.

STUDENT SELF-CHECK

Terms To Know

Match the following terms with appropriate definitions. Write your answers on a separate sheet of paper. Do not write on this sheet. Check your answers with those on page 5.

TERMS

1. Stem cuttings
2. Rooting hormone
3. Vermiculite
4. Perlite
5. Peat moss

DEFINITIONS

A. A dry powder used to promote root growth.

B. A 10 to 15 cm (4 to 6 inch) length of a healthy plant stem with bottom leaves removed.

C. A growing medium made up of partly rotted plants and grass found in marshes.

D. A commercial rooting medium consisting of a volcanic material, very light in weight. It is often used in place of some of the sand in mixtures to make a lighter, better aerated medium.

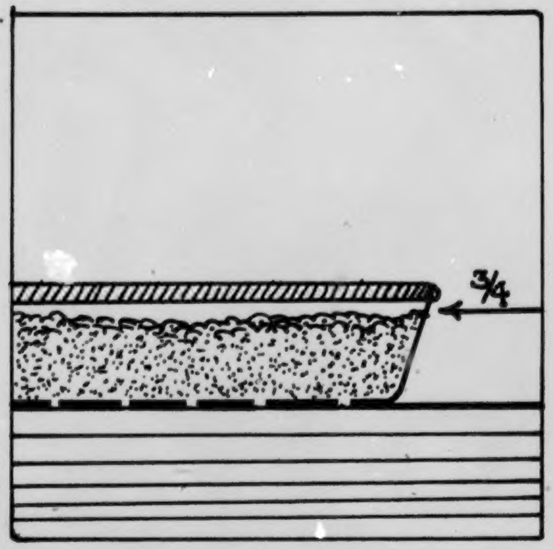
E. A commercial rooting medium consisting of expanded mica with good waterholding capacity. Used by itself or mixed with other media, it is very useful in propagating softwood cuttings. A mineral substance, it has no plant food value.

STUDENT INFORMATION

Root A Plant Cutting

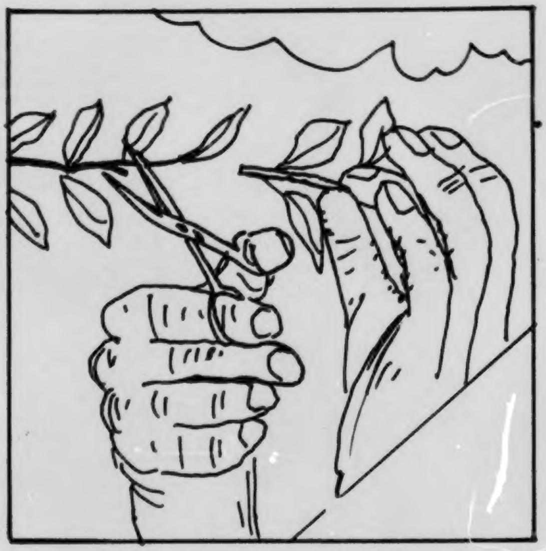
1. Prepare a rooting medium.

   Select a shallow box large enough to hold the number of stems you will be rooting. Check the box for drainage holes. Water should not be allowed to stand in the box for any length of time. Using moist sand, a mixture of sand and peat moss, vermiculite or perlite, fill the box three-fourths full.



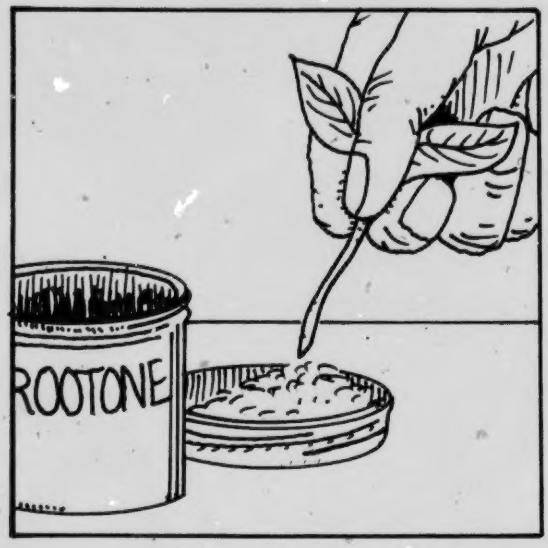
2. Cut portion of plant to be rooted.

   Using pruning shears or a sharp knife, cut a 10 to 15 cm (4 to 6 inch) length of stem from a growing tip of the mother plant just below the point where the leaf joins the stem. Remove leaves from the lower portion of the stem about 5 cm (2 inches) up from cut edge.



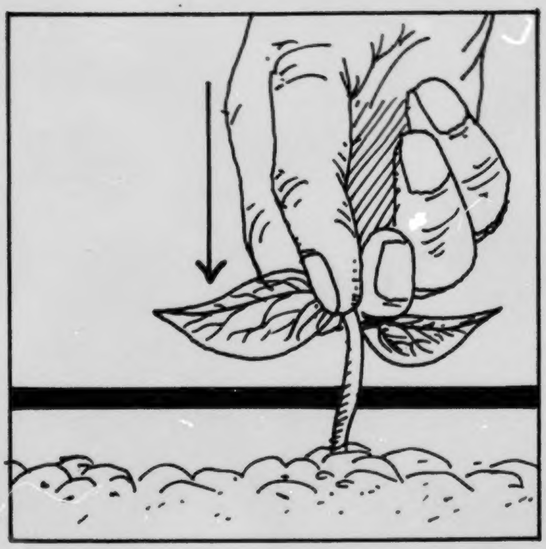
3. Dip cutting tip in rooting hormone.

   A rooting hormone helps promote healthy root growth.



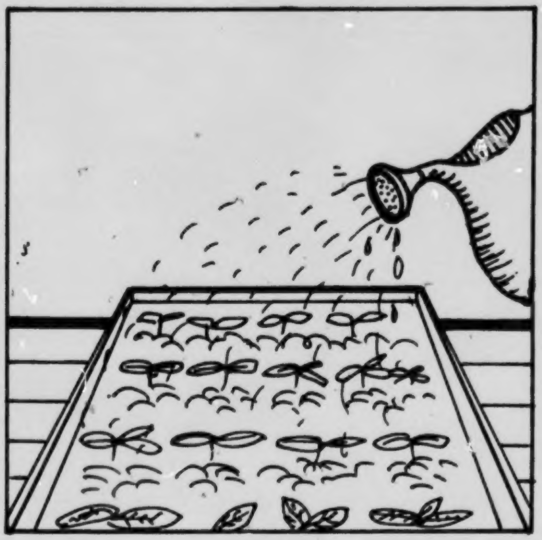
4. Push cutting into rooting medium, leaving one bud above the soil; firm soil around plant.

   Push firm stem directly into rooting medium to a depth of 2.5 to 5 cm (1 to 2 inches). Firm rooting medium around stem with fingers after cutting is planted.

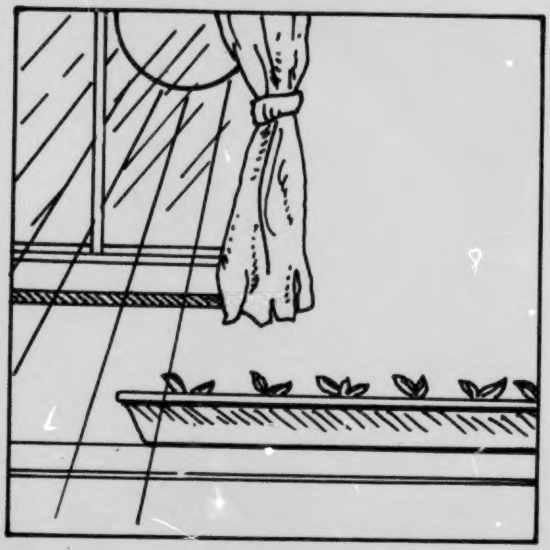


5. Water.

   Use a container of water to wet area around stem.

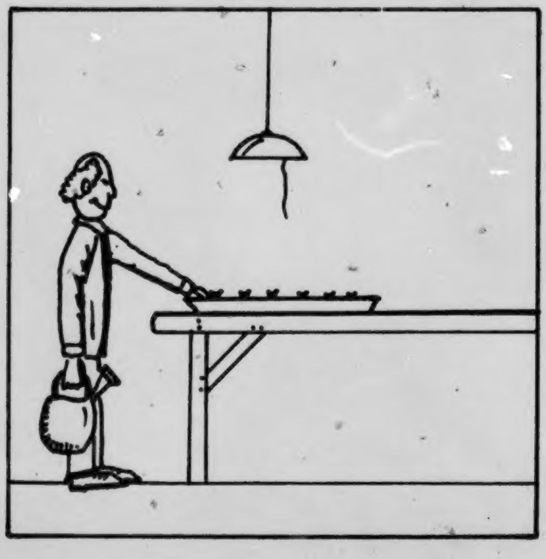


6. Place the cutting in a cool, bright location; avoid direct sunlight.



7. Water periodically as soil begins to feel dry to the touch.

Cuttings will root after 3 to 4 weeks.



STUDENT SELF-CHECK

Terms To Know

Answers

1.	B
2.	A
3.	E
4.	D
5.	C

OBJECTIVE **HHF No. 13** **MODULE** **No. 56**

EVALUATOR'S FINAL CHECKLIST

Title: **Rooting Plant Cuttings**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In rooting plant cutting, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Prepared the rooting medium.	☐	☐	☐
2. Removed lower 1/3 to 1/2 of the leaves.	☐	☐	☐
3. Dipped cutting in a rooting hormone.	☐	☐	☐
4. Placed cutting in rooting medium so that one-third of its length is in rooting medium.	☐	☐	☐
5. Firmed soil around stem.	☐	☐	☐
6. Watered stem cutting.	☐	☐	☐
7. Placed the cutting in a cool, bright location out of direct sunlight.	☐	☐	☐

Objective HHF No. 12

Module No. 57

Housing and Home Furnishings

PRUNING SHRUBS

INTRODUCTION

Shrubs that have been trimmed and pruned add much to the overall beauty of a landscape. Shabby, uncontrolled growth of shrubbery detract from the appearance of the house.

Shrubs need to be pruned to restore growth and take on desired appearance. Other reasons for pruning are to reduce size, to remove dead or injured branches, or to spur growth of larger or more beautiful fruit. In this module you will learn how to prune.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given plants to be pruned, pruning shears, pruning saw, and antiseptic compound, prune plants.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, PRUNING SHRUBS.

The instructor will provide plant(s) to be pruned, pruning shears, pruning saw, and an antiseptic compound. Prune the plant(s).

LEARNING ACTIVITIES

1. READ Student Information, PRACTICAL PRUNING POINTERS, p. 2,

   (and/or)________________________.

2. COMPLETE Student Self-Check, WHY PRUNE SHRUBS?, p. 4.

3. View demonstration on pruning shrubs and the proper use of pruning tools.

   (and/or)________________________.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Practical Pruning Pointers

*REASONS FOR PRUNING

1. To reduce the size of trees or shrubs.
2. To restore the natural form needed for your landscape.
3. To remove dead, diseased, or injured branches.
4. To increase the size and number of flowers or fruit.
5. To create a better balance between the top of the plant and the root system.

WHEN TO PRUNE

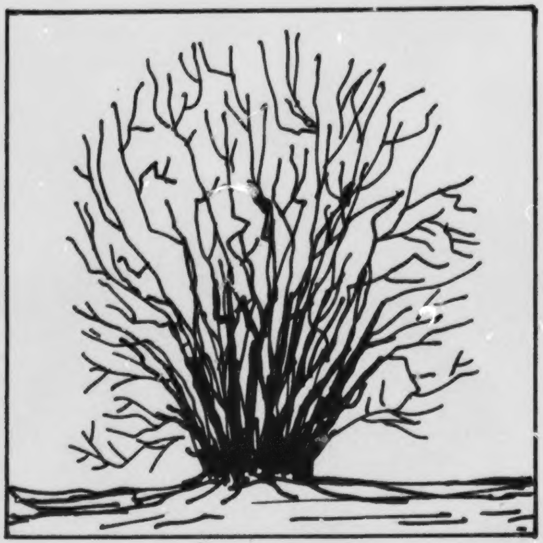
1. Remove dead, injured, or diseased limbs as soon as they are noticed.
2. Trim or shape evergreens anytime during the year.
3. Shrubs or trees that produce flowers or fruit should be pruned immediately after flowering.

---

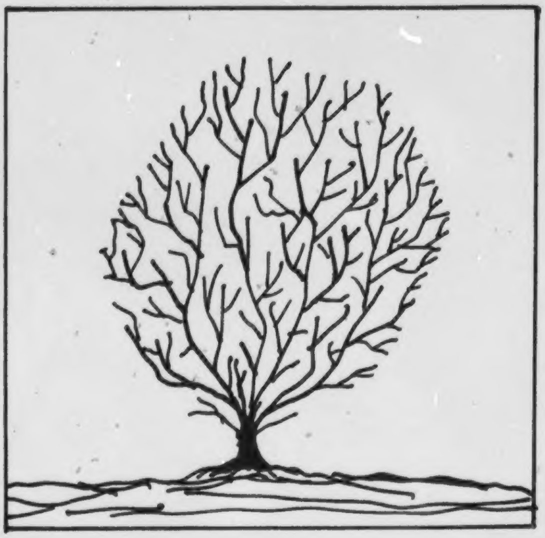
*Courtesy Clemson University Cooperative Extension Service, Clemson, South Carolina, Horticulture Leaflet No. 29.

HOW TO PRUNE

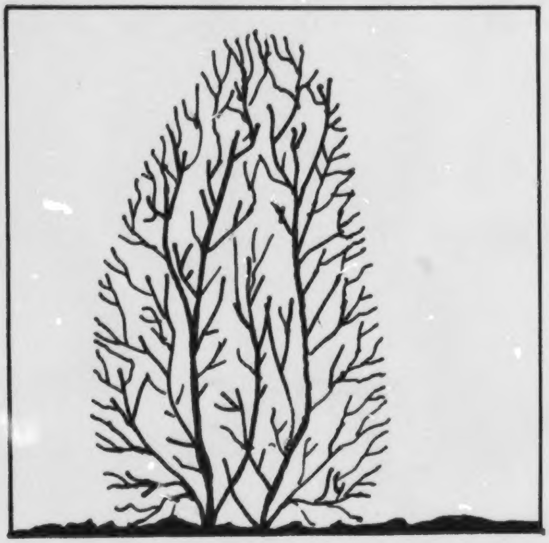
1. To reduce plant size and maintain natural shape, cuts should be made inside the shrub just above a side branch.



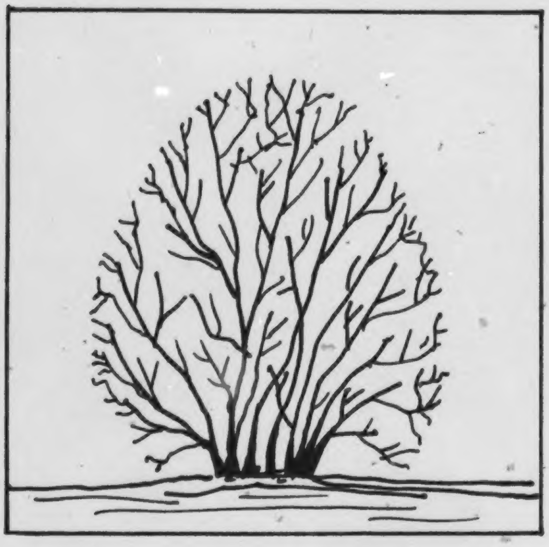
2. Remove about 1/3 of the growth of berrying plants each year.



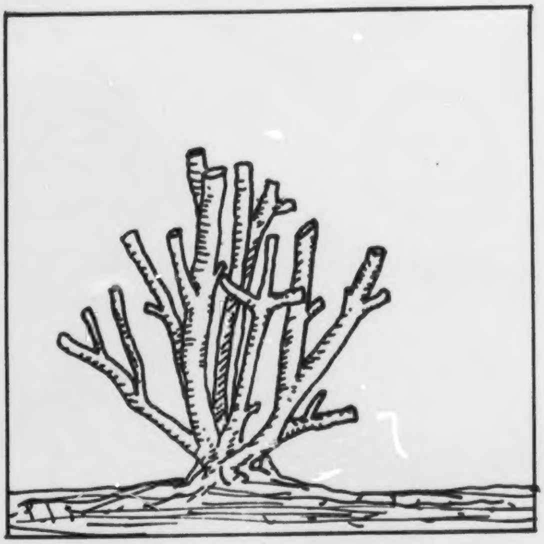
3. In pruning hedges or other plants that require shearing, trim so that the base of the plant is broader than the top to allow light to hit all surfaces.



4. To prune rose bushes, first remove all dead and diseased branches, then remove spindly canes and those that are very old.



5. All pruning cuts over 1.9 cm (¾ inch) in diameter should be treated with an antiseptic wound compound or tree paint.



EQUIPMENT FOR PRUNING

1. Hand pruners are ideal for pruning branches 1.27 cm (½ inch) or smaller. Branches larger than 2.54 cm (1 inch) will require a pruning saw. Hedge clippers should be used on hedges.

   Be careful when using the pruning knife or saw; follow good safety habits--cut away from you!

STUDENT SELF-CHECK

Why Prune Shrubs?

On a separate sheet of paper number 1-5. Read each statement and decide whether it is true or false. Write "T" for true or "F" for false after each number. Check your answers with those on page 5.

1. Pruning may reduce the size of the shrub but increase the size of the flowers.
2. Dead, diseased, or injured limbs should be removed in the fall of the year.
3. Shrubs that flower or produce berries should be pruned immediately after flowers or berries have dropped off.
4. Pruning creates a better balance between the top of the plant and the root system.
5. Hedges should be trimmed with a broad top and a narrow base near the roots.

STUDENT SELF-CHECK

Why Prune Shrubs?

Answers

1. T
2. F
3. T
4. T
5. F

OBJECTIVE HHF No. 12 **MODULE** No. 57

EVALUATOR'S FINAL CHECKLIST

Title: PRUNING SHRUBS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

When pruning a plant, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Selected the proper tools.	[ ]	[ ]	[ ]
2. Determined the shape of the plant and removed growth which extended beyond the desired shape; remaining plant was uniform in shape.	[ ]	[ ]	[ ]
3. Removed all diseased, dead, and broken branches.	[ ]	[ ]	[ ]
4. Sealed cuts larger than 1.9 cm (3/4 inch) with an antiseptic compound.	[ ]	[ ]	[ ]

Housing and Home Furnishings

CAULKING SEAMS AND CRACKS

INTRODUCTION

Cracks around window or door facings, sinks or bathtubs can waste energy. Air or water from the outside may enter your house in these places. In order to make your house airtight and/or waterproof, you will need to use a caulking compound. Caulking is needed wherever two different materials meet in a house. Caulking is a filler made from a powder mixed with water or a soft plastic material that dries hard. It is used to fill and seal holes tightly. Since old caulking can crack or fall out, it needs to be checked and replaced every few years.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided caulking compound, brush, cleaner, cloth, putty knife, and caulking gun, caulk the designated seam/cracks.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, CAULKING SEAMS AND CRACKS.

The instructor will provide an area to be caulked, a putty knife, a brush, cleaner, clean rags, caulking compound, and a caulking gun. Clean and caulk the designated seam or cracks.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or) ________________________ :

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 3.

3. READ about caulking in a reference provided by your instructor,

   (and/or) ________________________ .

4. READ and STUDY Student Information Sheet, CAULKING SEAMS AND CRACKS, p. 4.

   (and/or) ________________________ .

5. COMPLETE Student Self-Check, CAULKING, p. 6.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Caulking — A soft filler made from a powder or a plastic material that dries hard.
2. Caulk - to stop up or make tight against leakage by filling with a waterproof compound. (Also CALK)
3. Grout — A commercial powder that is mixed with water to form a paste. It is used to fill seams or cracks and may be mixed in small or large amounts.
4. Plastic Sealer — A commercial sealer that comes in a tube ready to be used to fill cracks and seams. Comes in colors.
5. Caulking Gun or Applicator — A long narrow tube used to hold grout or a plastic sealer for caulking. It contains a plunger which forces the sealer out through a nozzle into a seam or crack.
6. Nozzle — The plastic tip on the end of the caulking gun through which the sealer is released. The end must be cut off to allow sealer to flow freely.
7. Bead — The stream of grout or plastic that is released through the nozzle into the crack. When released it is soft but hardens quickly when exposed to air.
8. Oakum — A commercial material used to fill cracks larger than 6.35 mm (¼") before grout or plastic sealer is applied.
9. Putty Knife — A small knife with a flat, dull blade used to smooth or apply putty.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper number 1-7. Decide which answer best completes the statement; place its letter beside the number. Check your answers with those on page 7.

1. A soft filler made from a powder or plastic material that dries hard is called:

   a. caulking
   b. nozzle
   c. oakum

2. A commercial powder that is mixed with water to form a paste and used to fill seams or cracks:

   a. caulking
   b. bead
   c. grout

3. A long narrow tube used to hold grout or a plastic sealer for caulking:

   a. oakum
   b. caulking gun
   c. grout

4. A commercial material used to fill cracks larger than 6.35 mm (¼") before grout or plastic sealer is applied:

   a. oakum
   b. bead
   c. caulking

5. The stream of grout or plastic that is released through the nozzle into the crack or seam is called:

   a. plastic sealer
   b. bead
   c. grout

6. The plastic tip on the end of the caulking gun through which the sealer is released is called:

   a. gun
   b. bead
   c. nozzle

7. A commercial sealer that comes in a tube ready to use:

   a. plastic sealer
   b. oakum
   c. grout

STUDENT INFORMATION

Caulking Seams and Cracks

Before caulking a seam or crack, old caulking should be removed to prevent loosening of the new caulking compound. Check to make sure the area to be caulked is clean and clear of loose bits and pieces of old caulking compound. These may be scraped out with a putty knife or screwdriver. See Figure No. I.

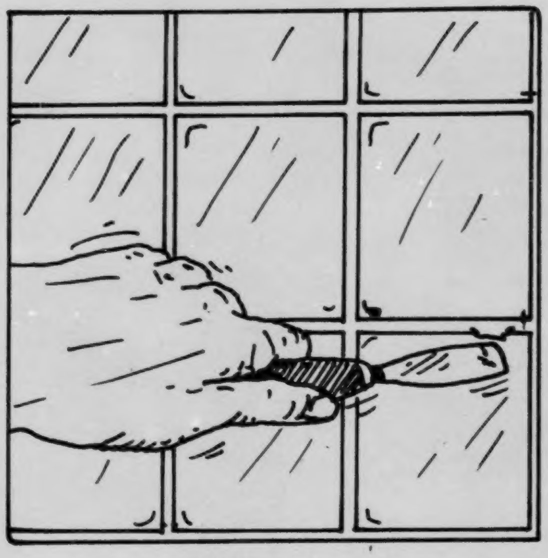


Figure 1

Wash the area to be caulked with a commercial cleaner or a paste made from mixing bleach and baking soda. This will remove dirt, oil, and grease that might prevent the grout from sticking to the surface with which you are working. You should wear rubber gloves to protect your hands while doing this task. See Figure No. 2. Allow the area to dry completely before continuing.

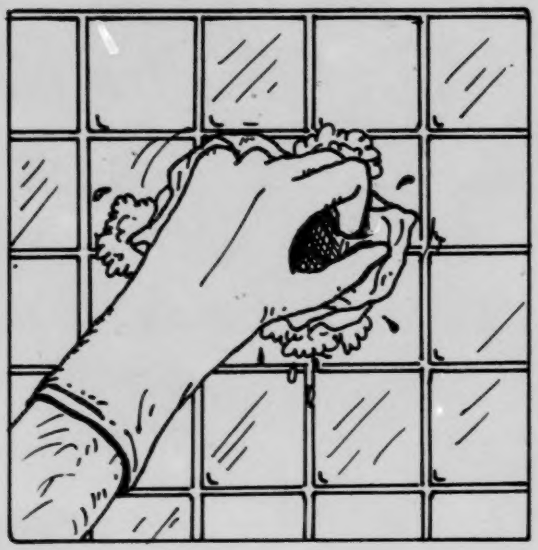


Figure 2

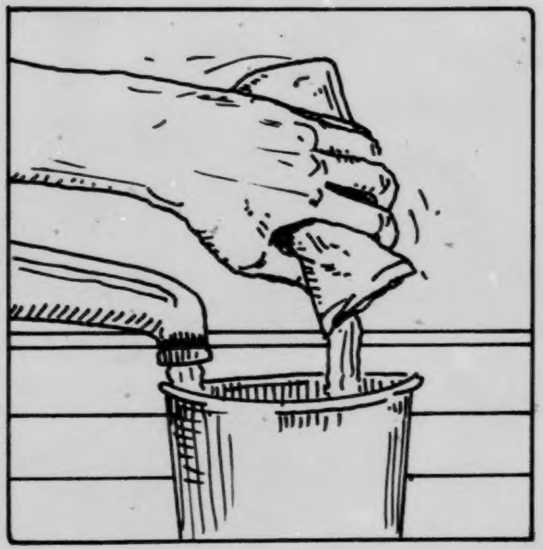


Figure 3

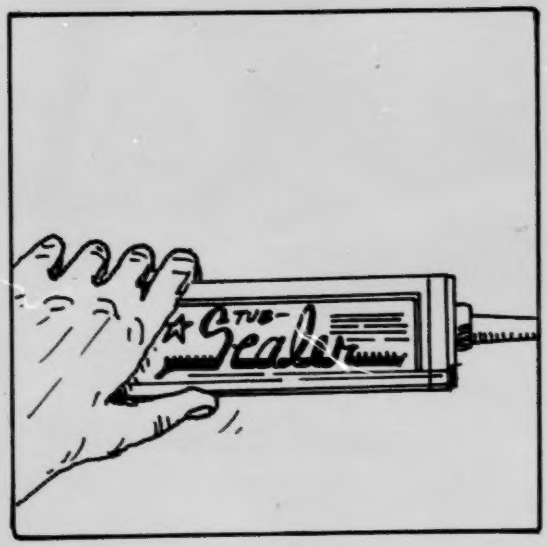


Figure 4

Do not caulk around outside windows or doors when the temperature is below 10 degrees C. (50 degrees F.), because the compound will freeze.

Prepare powdered grout according to directions stated on the bag or box. 'See Figure No. 3. Plastic sealer comes in a tube ready to use. See Figure No. 4.

Fill the caulking gun or applicator with the grout. Attach the plastic tip or nozzle to the tube if you are using a plastic sealer. Cut the tip at a 45 degree angle with a sharp knife. This opening will allow the grout bead to flow evenly into the seam. See Figure No. 5.

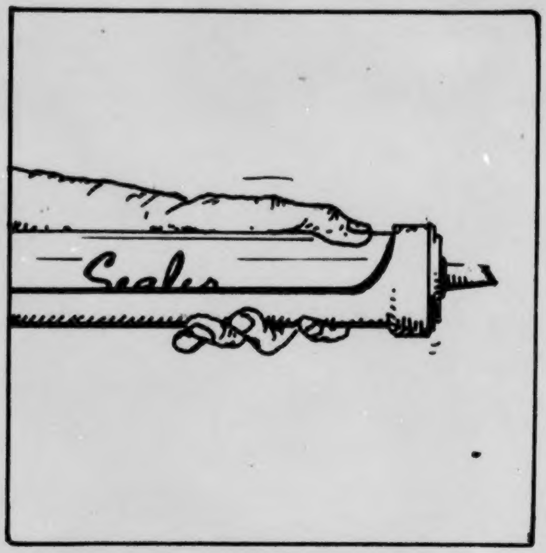


Figure 5

If the seam or crack is more than 6.35 mm (¼") deep, fill with rope oakum before applying grout or plastic sealer. Push oakum into the hole with a putty knife.

When caulking around a sink or bathtub, place masking tape above and below the seam on the wall or cabinet area to keep the caulking compound in a small area. See Figure No. 6. Wet a cloth and keep it near your working area to wipe up excess grout or spills and to wipe your hands as necessary.

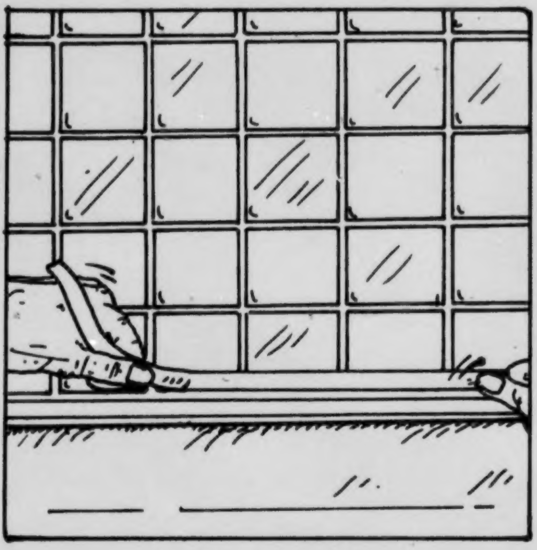


Figure 6

Apply the caulking compound by squeezing the gun handle to force out the grout or plastic sealer into the crack you are filling. Keep the bead of caulking smooth. You may use a putty knife or your dampened finger to smooth the compound into the seam or crack. See Figure No. 7. Work quickly and wipe any spills up immediately with a damp cloth as the compound dries fast. Completely fill the crack or seam and press out any air bubbles that may form. Wipe around the work area to remove all unwanted grout. Remove masking tape and throw away.

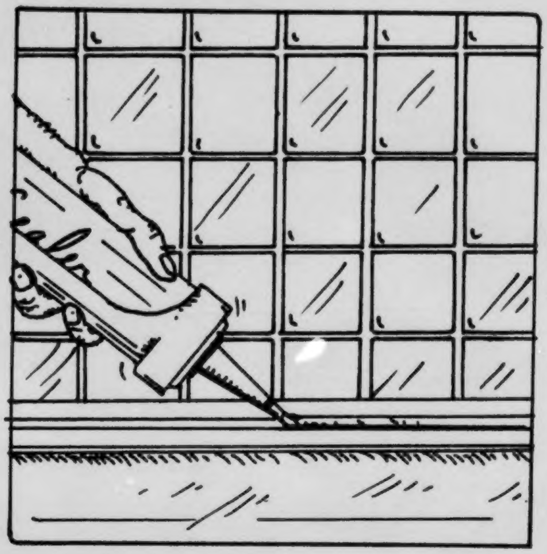


Figure 7

Replace cap on plastic sealer. If using a caulking gun, remove nozzle and leftover grout. Wash the gun and nozzle in warm soapy water; rinse and dry. Do not pour grout down the drain; it will harden and clog the drain. Throw it into a trash can outside. Wash your putty knife and hands. Place all equipment back into the storage cabinet.

STUDENT SELF-CHECK

Caulking

On a separate sheet of paper number from 1-10. Read carefully the statements from A to Y listed below. Decide the order in which you would do these tasks if you were caulking a seam. Arrange these statements in that order by placing the letter of the statement to the right of a number. Check your answers with those on page 7.

A. Prepare powdered grout according to directions.

B. Wash the area to be caulked with cleaning compound.

C. Remove old grout with a putty knife or screwdriver.

D. Clean area well with a stiff brush.

E. Fill the caulking gun or applicator with sealer.

F. Place masking tape around area to be caulked.

G. Wash the gun and nozzle; rinse and dry.

H. Apply the caulking compound.

I. Dispose properly of leftover grout.

J. Place equipment back into the storage cabinet.

STUDENT SELF-CHECK

Terms to Know

Answers

1. A
2. C
3. B
4. A
5. B
6. C
7. A

STUDENT SELF-CHECK

Caulking

Answers

1. C
2. D
3. B
4. A
5. E
6. F
7. H
8. I
9. G
10. J

OBJECTIVE HHF No. 51 MODULE No. 58

EVALUATOR'S FINAL CHECKLIST

Title: **CAULKING SEAMS AND CRACKS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In caulking a seam, the student:

		Accomplished	Not Accomplished	Not Applicable
1.	Assembled needed materials	☐	☐	☐
2.	Removed old caulking	☐	☐	☐
3.	Cleaned area to be caulked	☐	☐	☐
4.	Allowed area to dry before applying caulking compound	☐	☐	☐
5.	Prepared caulking compound	☐	☐	☐
6.	Applied and smoothed the caulking evenly and left no air bubbles.	☐	☐	☐
7.	Cleaned up area after completing the task	☐	☐	☐

Objective HHF No. 52 Module No. 59

Housing and Home Furnishings

REPLACING A FAUCET WASHER

INTRODUCTION

A dripping faucet is a common plumbing problem. It wastes energy if allowed to continue. In this module you will learn how to replace a washer yourself to save time and energy.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given reference material and information in this module, list the steps in replacing a faucet washer.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, REPLACING A FAUCET WASHER.

The instructor will demonstrate replacing a faucet washer to the group. You will then read and study references provided by your instructor. You must be able to list the steps in replacing a faucet washer.

LEARNING ACTIVITIES

1. OBSERVE a group demonstration given by your instructor on replacing a faucet washer,

   (and/or) ______________________.

2. READ about replacing a faucet washer in a reference provided by your instructor,

   (and/or) ______________________.

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check, REPLACING A FAUCET WASHER, p. 2.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Replacing a Faucet Washer

On a separate sheet of paper make a list in the correct order of steps you would follow when replacing a faucet washer. Check your answers with those on page 3.

STUDENT SELF-CHECK

Replacing a Faucet Washer

Answers

1. Find the shut-off valve and close it.
2. Turn on the faucet and let all the water run out until it empties.
3. Using a screwdriver, remove the snap-off top and locate the screw.
4. Loosen the screw with a screwdriver and lift off the faucet handle.
5. Remove the nut and stem which are under the handle and you will see the rubber washer.
6. Using the tip of a knife, remove the worn washer.
7. Replace the washer with a new one of the same size.
8. Put the parts back on the faucet in reverse order.
9. Turn off the water faucet.
10. Turn on the shut-off valve.

OBJECTIVE **HHF No. 52** **MODULE** **No. 59**

EVALUATOR'S FINAL CHECKLIST

Title: **REPLACING A FAUCET WASHER**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

When learning how to replace a faucet washer, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Observed a group demonstration by the instructor	☐	☐	☐
2. Read and studied about replacing a faucet washer in an assignment	☐	☐	☐
3. Listed the steps in replacing a faucet washer in the correct order	☐	☐	☐

Housing and Home Furnishings

THAWING FROZEN PIPES

INTRODUCTION

During the cold winter months water may freeze in pipes outside or under the house if no insulation is used. Frozen pipes may be thawed in many ways. In this module you will learn how to thaw frozen pipes with hot water, electricity, and an open flame torch.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given reference material and information in this module, complete a multiple choice test on thawing frozen pipes.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, THAWING FROZEN PIPES.

Inform your instructor that you are ready to be tested. You will be provided with a copy of a multiple choice test. Write your answers on a separate sheet of notebook paper and return both the test and your answers to the instructor.

LEARNING ACTIVITIES

1. READ about thawing frozen pipes in a reference provided by your instructor,

   (and/or)____________________________.

2. READ Student Information, THAWING A FROZEN PIPE, p. 2, to learn how pipes are thawed,

   (and/or) ________________________.

3. COMPLETE Student Self-Check, THAWING FROZEN PIPES, p. 4.

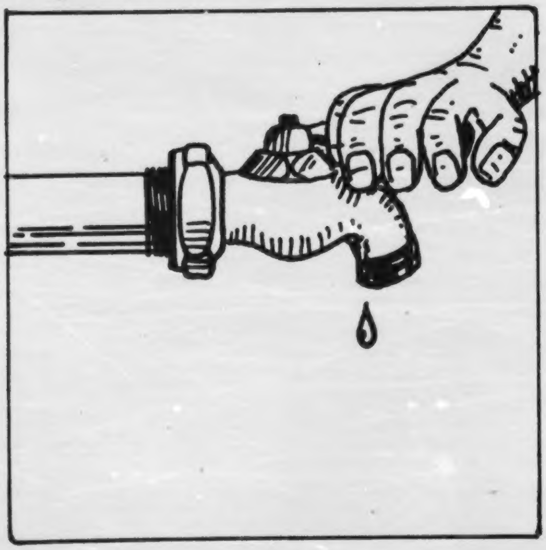
4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

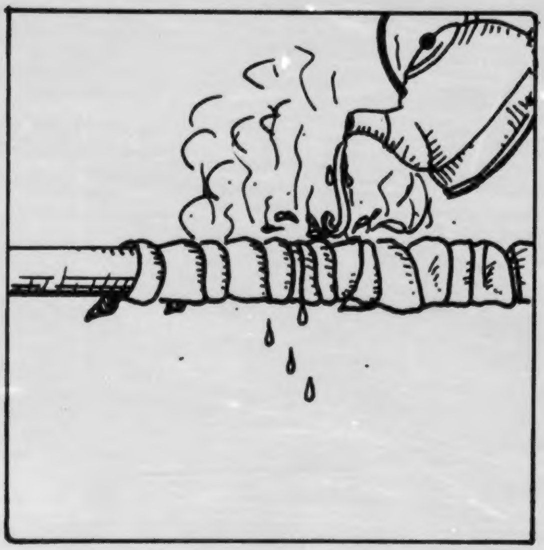
Thawing A Frozen Pipe

During winter months, pipes that are exposed to temperatures below 1 degree C (32 degrees F) and are not insulated will freeze. These may be found under your house, inside a barn or shed, or on the outside. Water inside frozen pipes expands and can cause them to crack or split. When this problem occurs, YOU can thaw a frozen pipe! In this lesson you will learn several safe and economical ways to thaw a frozen pipe.

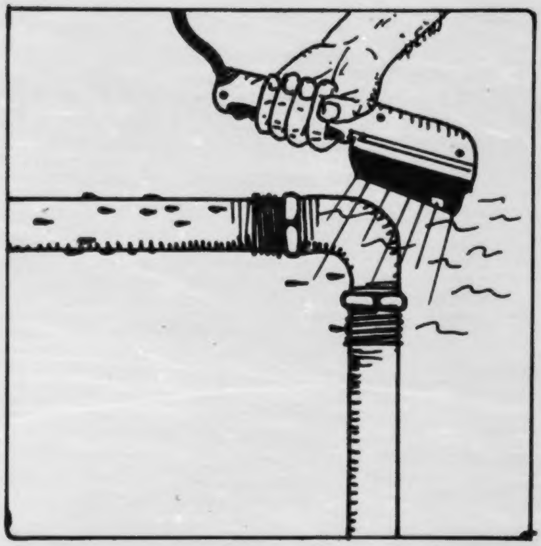
Once you have located the frozen area of pipe, you should open the nearest water faucet. This will allow steam or water to leave the pipe safely and prevent an explosion if pressure should build up while the pipe is being thawed.



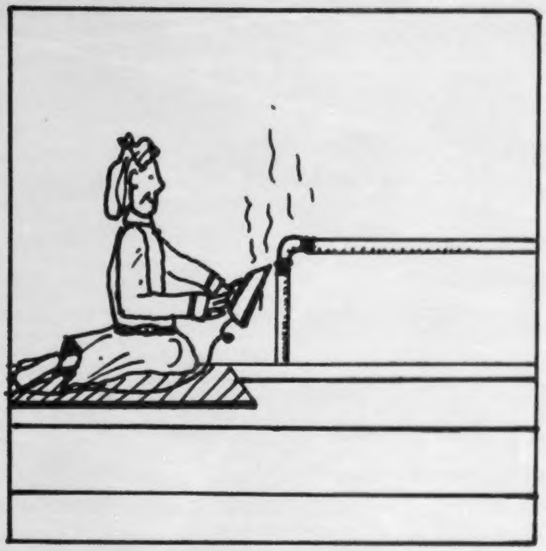
One method of thawing is to wrap the frozen area with an old cloth and gently pour boiling water from a kettle over the cloth. If the area is large, begin with the frozen spot nearest the faucet and work to the left. This is a safe and inexpensive way to thaw a pipe.



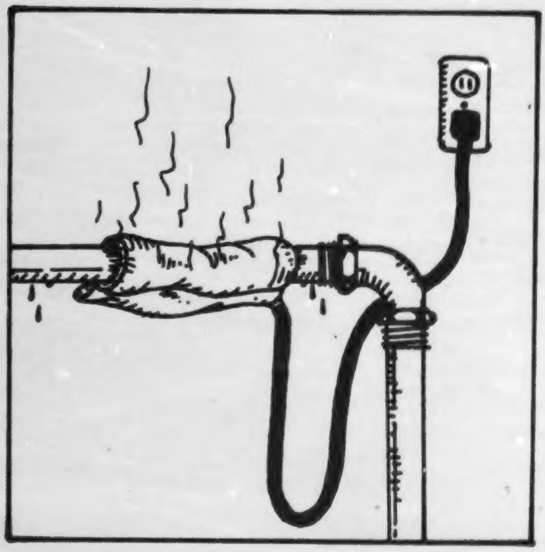
Another method that can be used to thaw a basement pipe is to use an electric hairdryer to blow hot air over the frozen area. Start on a section near the frozen part and work your way onto the frozen section. This is especially good when the pipe curves or isn't easy to wrap.



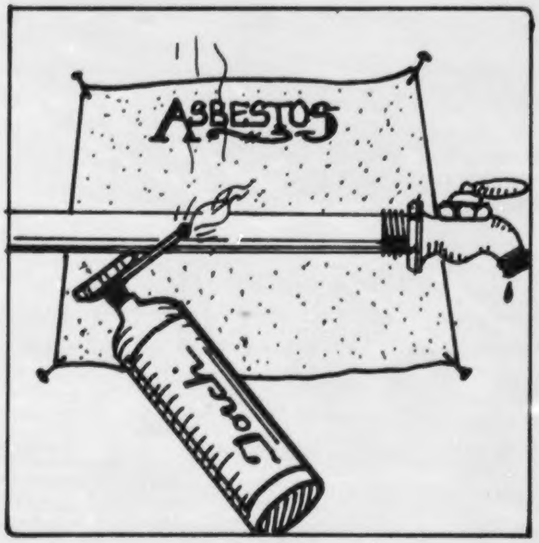
If you have access to a wall outlet you may plug in your electric iron and use it to thaw the frozen pipe. Hold the iron near but not touching the frozen area on the pipe. Always kneel or stand on a rubber mat to prevent electrical shock when working with an iron or hairdryer.



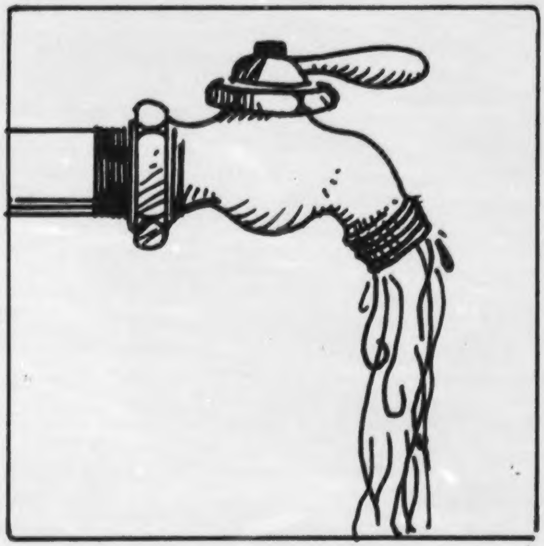
An electric heating pad may be wrapped around the frozen area and turned on medium to help thaw the pipe. Any method using electricity will be more expensive than the hot water method.



The most dangerous, but quickest, method of thawing a frozen pipe is with an open flame propane torch. A torch must be used with extreme caution, since the ice melts quickly and there is the possibility of a steam explosion. Be sure to place a sheet of asbestos behind the pipe to avoid burning the wall. Never heat the section you are thawing any hotter than you can touch with your bare hand. Slowly work your way down the pipe away from the faucet.



A completely thawed pipe will allow water to run freely without leaks when the faucet is turned into the "on" position.



STUDENT SELF-CHECK

Thawing Frozen Pipes

1. On a separate sheet of paper, list four methods used to thaw frozen pipes.
2. State two safety precautions that should be taken while thawing frozen pipes.

Check your answers with those on page 5.

STUDENT SELF-CHECK

Thawing Frozen Pipes

Answers

1. Cloths/boiling water
   Hairdryer
   Electric iron or heating pad
   Blow torch

2. Always open faucet before beginning to allow steam and water to escape.
   Stand on a rubber mat when using electricity.
   Place asbestos sheet behind pipe when using a torch.

EVALUATOR'S FINAL CHECKLIST

Module Worksheet

Title: Thawing Frozen Pipes

DIRECTIONS: Following are 10 questions about thawing frozen pipes. Choose the answer that best completes each sentence. Do not write on this paper, use a separate sheet of notebook paper. You must pass the written test with 100 % accuracy.

1. Pipes that are most likely to freeze during winter months are

   A. those found outside the house.
   B. those found in an unheated basement or shed.
   C. All of the above are correct

2. The first step in thawing frozen water pipes is always to

   A. open the water faucet nearest the frozen area .
   B. wrap the pipe in an old cloth.
   C. use an open flame torch.

3. Opening the water faucet before thawing out a pipe will

   A. allow water to run through while you are working on the pipe.
   B. allow steam or water to leave the pipe safely as it is thawed.
   C. save both time and money.

4. The least expensive method of thawing a frozen pipe is to

   A. wrap the frozen area in a cloth and pour boiling water over it.
   B. use a propane torch.
   C. use an electric hairdryer.

5. A method of thawing that is good for hard-to-reach areas is

   A. wrap the frozen area in a cloth and pour boiling water over it.
   B. use a propane torch.
   C. use an electric hairdryer.

6. In order to use an electric iron or heating pad, you must

   A. always use asbestos sheets behind the area you are thawing.
   B. wrap the pipe in an old cloth before beginning.
   C. have access to an electrical outlet in order to plug it in.

7. When using an electrical appliance such as an iron or hairdryer to thaw frozen pipes remember to use a rubber mat to stand on because

   A. there is a great danger of fire.
   B. electrical shock can take place if your feet get wet.
   C. it is more comfortable than the bare floor.

Objective HHF No. 53
Module No. 60
Evaluator's Final Checklist (Continued)
Title: Thawing Frozen Pipes

8. One of the quickest, but most dangerous methods of thawing a water pipe is

   A. an open flame torch.
   B. a hairdryer.
   C. an electric heating pad.

9. When using the propane torch, place an asbestos sheet behind the area you are thawing to

   A. prevent shock.
   B. avoid starting a fire.
   C. absorb heat and moisture.

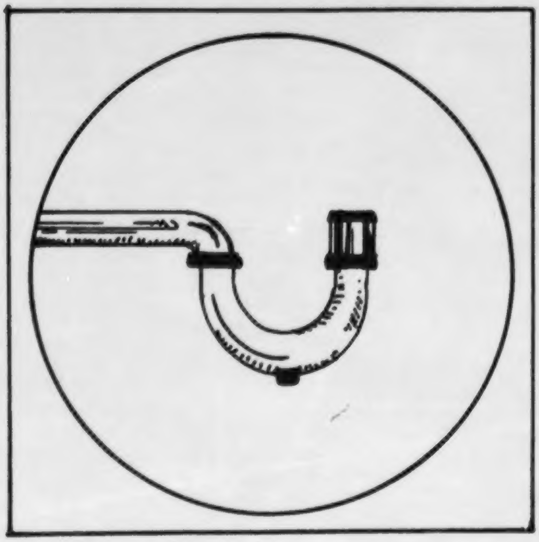
10. The following is a true statement:

    A. Always begin thawing a pipe in the frozen area nearest the faucet.
    B. There is always a danger of shock or fire when thawing a pipe.
    C. Keep the faucet turned off at all times when thawing a pipe.

Objective HHF No. 54 Module No. 61

Housing and Home Furnishings

UNCLOGGING A DRAIN



INTRODUCTION

Clogged drains are a common household problem. Simple plumbing repairs may be done by anyone. Doing small jobs in your own home will save you time and money. In this module, you will learn how to unclog a sink or tub drain.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided a clogged drain, plunger, commercial drain opener, cable or drain auger, rag, and hot water, remove obstruction.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, UNCLOGGING A DRAIN.

Given a make-believe clog in a drain, a plunger, a commercial drain cleaner, a plumber's auger, a bucket, hot water and rags, demonstrate the steps you would follow in unclogging a drain as required by your instructor.

LEARNING ACTIVITIES

1. STUDY Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or) ______________________.

2. COMPLETE Student Self-Check, DOWN-THE-DRAIN, p. 3.

3. READ about unclogging a drain in a reference provided by your instructor.

(and/or)______________________________.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Glossary of Terms

1. Commercial Drain Opener – Chemicals for sale in many stores that come in dry or liquid form or in high pressure cans.

2. Plunger – A rubber suction cup on a wooden handle used to open drains; sometimes called a plumber's friend. (See Figure No. 1)

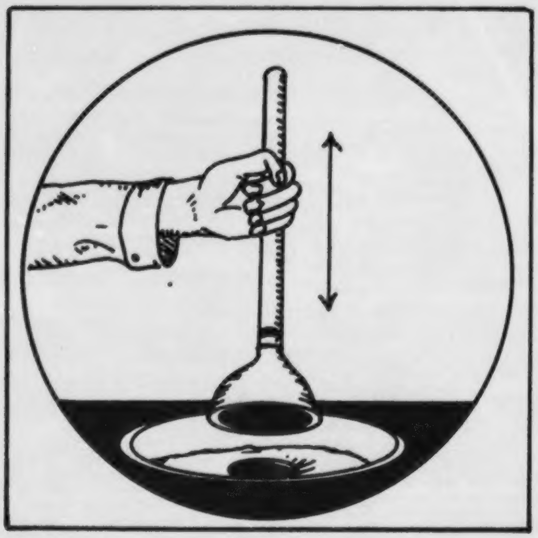


Figure 1

3. Funnel – A metal tube with one wide end used for pouring liquids or powders into a small area.

4. Auger – A long metal or plastic wire which is fed into the drain with a crank to free a blockage. Also called a plumber's snake. (See Figure No. 2)

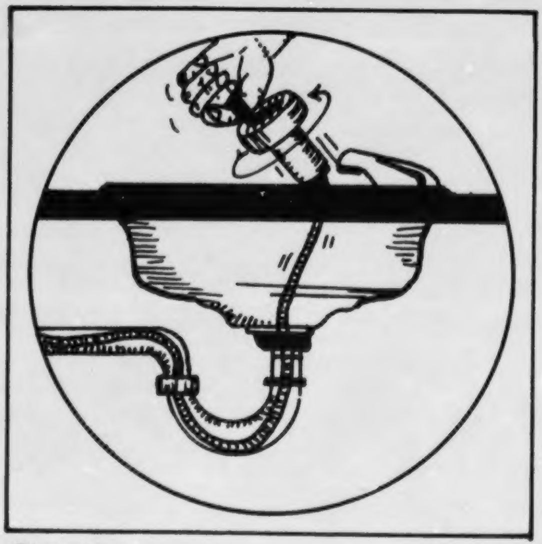


Figure 2

5. Trap – A pipe found underneath the sink which is curved into a P or an S shape and contains a clean-out plug. (See Figure 3)

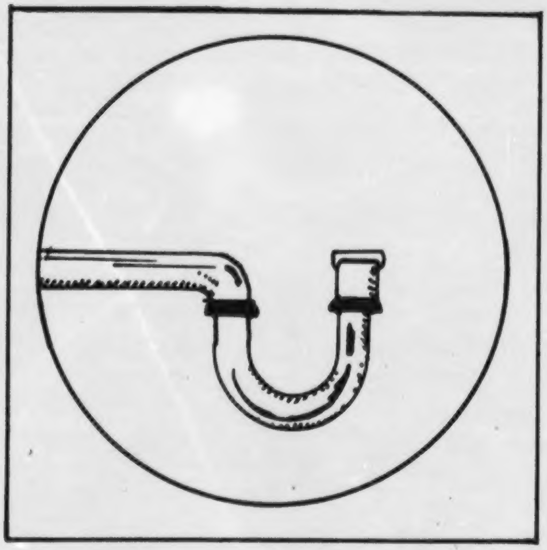


Figure 3

STUDENT SELF-CHECK

Down-the-Drain

Listed below are five definitions and five terms. On a separate sheet of notebook paper number 1-5. Match the word with the correct definition. Check your answers with those on page 4.

DEFINITIONS

1. A curved pipe found under the sink.
2. Long wire which is fed into the drain with a crank.
3. Rubber suction cup found on end of a wooden handle.
4. Metal tube with one end wider than the other, used to pour liquids.
5. Common term for whatever has stopped up the drain.

TERMS

A. Auger

B. Funnel

C. Clog

D. Plunger

E. Trap

STUDENT SELF-CHECK

Down-The-Drain

Answers

1. E
2. A
3. D
4. B
5. C

OBJECTIVE **HHF No. 54** **MODULE** **No. 61**

EVALUATOR'S FINAL CHECKLIST

Title: **UNCLOGGING A DRAIN**

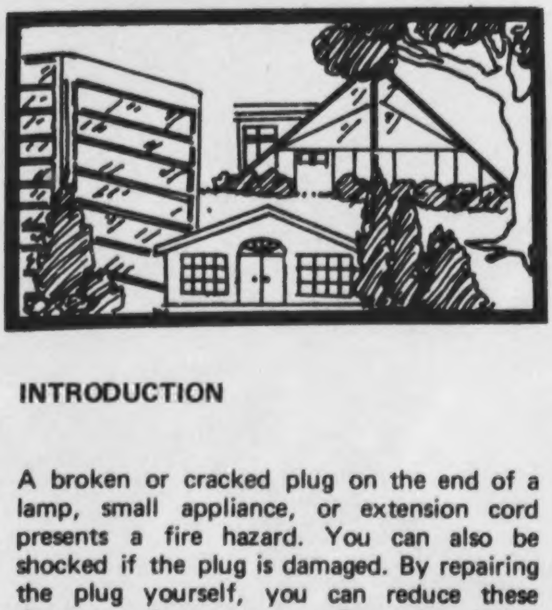
Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

Given a sink drain with a make-believe clog, a plunger, a commercial drain cleaner, a funnel, a plumber's auger, hot water, a bucket and rags, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Checked the drain to see if hair, dirt, or other object was in the strainer	☐	☐	☐
2. Removed the strainer and filled the sink with about 2.5 cm (1 inch) of water	☐	☐	☐
3. Used a plunger in an up-and-down motion to unclog the drain	☐	☐	☐
4. Explained the use of a commerical drain cleaner and funnel to open the drain, following directions given on the container	☐	☐	☐
5. Explained safety precautions in use of chemical drain cleaner	☐	☐	☐
6. Located the trap below the sink, placed a bucket under the trap, loosened the trap clean-out and used (or explained the use of) a plumber's auger to clean out the drain	☐	☐	☐
7. Wiped up any spills with rags	☐	☐	☐
8. Cleaned up and put away tools	☐	☐	☐

Housing and Home Furnishings

REPLACING A PLUG



INTRODUCTION

A broken or cracked plug on the end of a lamp, small appliance, or extension cord presents a fire hazard. You can also be shocked if the plug is damaged. By repairing the plug yourself, you can reduce these dangers and save money. Once the plug is replaced, your appliance, lamp, or extension cord is as good as new. In this module you will learn to replace a plug on both flat-wire and round-wire electrical cords.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given a damaged round-wire electrical cord, a new plug, knife and wire stripper, replace the old plug.

Given a damaged flat-wire electrical cord, plug, knife and wire stripper, replace the plug.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, REPLACING A PLUG.

The instructor will provide an electrical cord fitted with a plug. Using a knife, wire strippers, screwdriver and a new plug, replace the damaged plug.

LEARNING ACTIVITIES

1. READ Student Information, GLOSSARY OF TERMS, p. 2,

   (and/or) ______________________________.

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, TERMS TO KNOW, p. 4.

3. VIEW a demonstration by the instructor on replacing a plug on a round or a flat wire,

   (and/or) ______________________________.

4. STUDY a display of different types of plugs and flat and round wires provided by your instructor,

   (and/or) ______________________________.

5. READ about replacing a plug in a reference provided by your instructor,

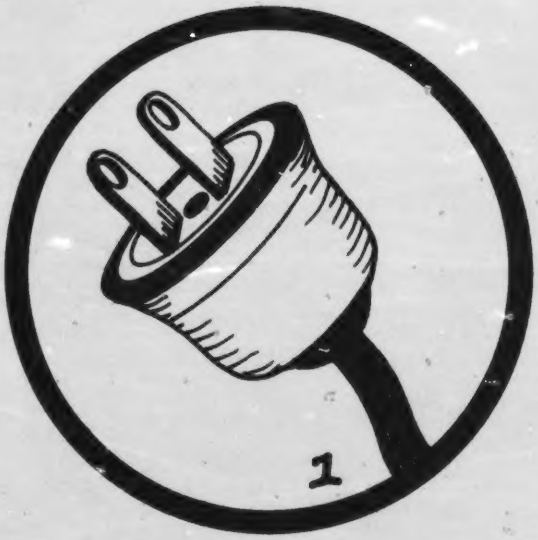
   (and/or) ______________________________.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

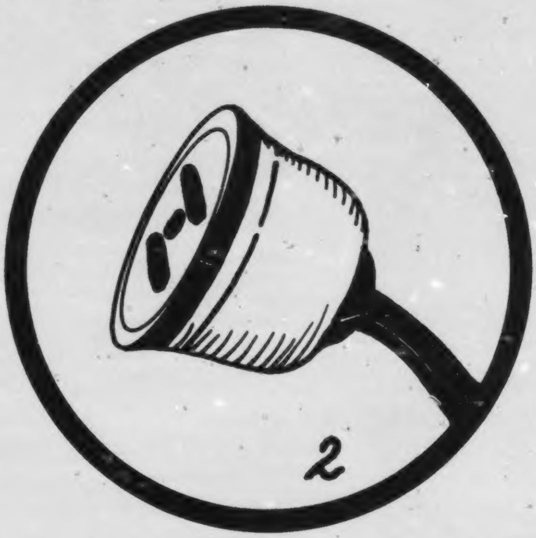
STUDENT INFORMATION

Glossary of Terms

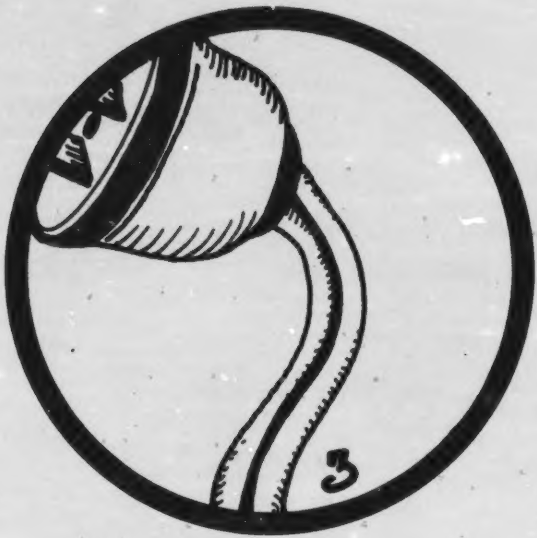
1. Male Plug – A plug on the end of an electrical cord with prongs. See Figure No. 1.



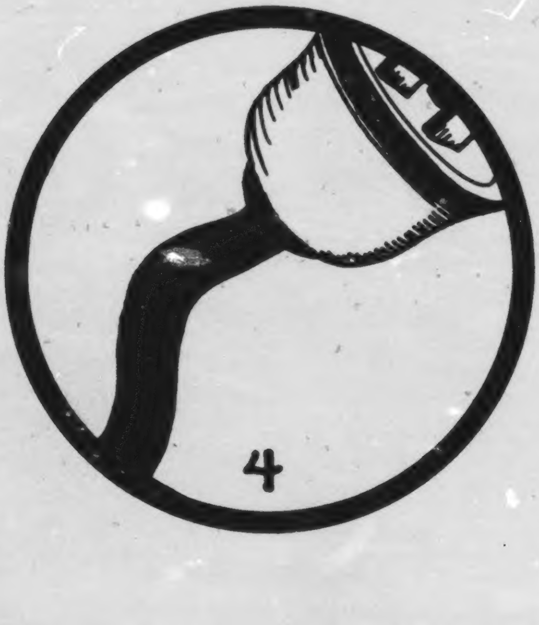
2. Female Plug – A plug on the end of an electrical cord without prongs. See Figure No. 2.



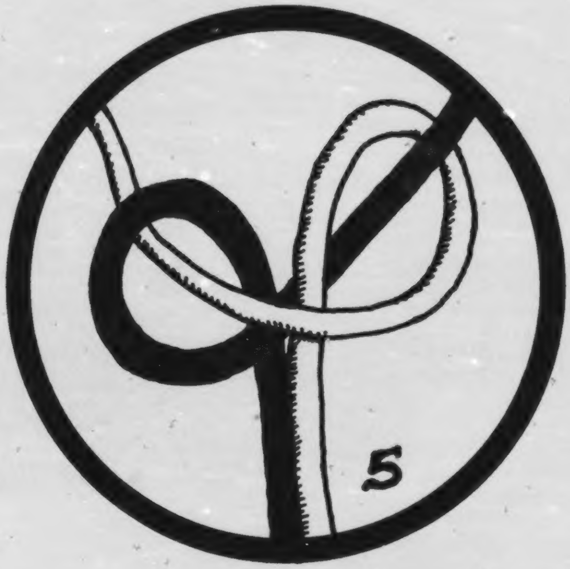
3. Flat-Wire Electrical Cord — A flat electrical cord made up of two separate wires encased in grooved rubber or plastic. See Figure No. 3.



4. Round-Wire Electrical Cord — Several electrical wires encased in a round, rolled plastic or rubber covered cord. See Figure No. 4.



5. Underwriter's Knot — A safe, secure way to tie a knot in electrical wires approved by Underwriter's Laboratories for insurance purposes.



6. Insulation Cover — The plastic or rubber cover found on all electrical cords.

7. Terminal Screw — A screw located under the cardboard seal on the plug to which the wires are fastened.

8. Fuse — Part of an electric circuit used as a safety device to turn off current and prevent danger of shock or fire.

STUDENT SELF-CHECK

Terms to Know

On a separate sheet of paper, number 1-8. Match each term with the correct definition. Place the letter of the correct definition after each number. Check your answers with those on page 5.

TERMS

1. Male plug
2. Female plug
3. Flat-wire electrical cord
4. Round-wire electrical cord
5. Underwriter's knot
6. Insulation cover
7. Terminal screw
8. Fuse

DEFINITIONS

A. Part of an electric circuit used as a safety device to turn off current.

B. A screw located under the cardboard seal on the plug.

C. A plug on the end of a cord with prongs.

D. A plug on the end of a cord without prongs.

E. Plastic or rubber cover found on all electrical cords.

F. A safe, secure way to tie a knot in electrical wires.

G. Several wires encased in a round, rolled plastic or rubber cover.

H. A flat electrical cord made up of two separate wires encased in grooved rubber or plastic.

STUDENT SELF-CHECK

Terms to Know

Answers

1. C
2. D
3. H
4. G
5. F
6. E
7. B
8. A

No. 62

STUDENT SELF-CHECK

Terms to Know

Answers

1. C
2. D
3. H
4. G
5. F
6. E
7. B
8. A

OBJECTIVE HHF Nos. 66 & 67 **MODULE** No. 62

EVALUATOR'S FINAL CHECKLIST

Title: **REPLACING A PLUG**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In replacing a plug, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Removed old plug	[ ]	[ ]	[ ]
2. Pulled cord through new plug	[ ]	[ ]	[ ]
3. Separated the two wires about 9.0 cm (4 inches)	[ ]	[ ]	[ ]
4. Tied the two wires together with an Underwriter's knot	[ ]	[ ]	[ ]
5. Stripped the insulation 1.27 cm (½ inch) from the ends of the wires	[ ]	[ ]	[ ]
6. Twisted small wires together	[ ]	[ ]	[ ]
7. Wrapped one set of exposed wires around one screw and the other set around the other screw being sure the exposed wires did not touch each other	[ ]	[ ]	[ ]
8. Tightened each screw so that connections made contact.	[ ]	[ ]	[ ]
9. Clipped off excess wire. Insulation should come to the screw but not under it.	[ ]	[ ]	[ ]
10. Replaced cardboard safety shield covering exposed wire.	[ ]	[ ]	[ ]
11. Tested repaired cord; when plugged in, electricity flowed through without blowing a fuse.	[ ]	[ ]	[ ]

Objective HD Nos. 47, 49

Module No. 63

Housing and Home Furnishings

INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM

INTRODUCTION

As a future homeowner, you should be aware of ways to make your home and family safe. Smoke or fire alarms serve an important purpose in your home. Use of them will warn family members of possible danger from fire. Every family member should know the easiest and quickest way to get out of the house in case of fire. In this module, you will learn how to install a smoke/fire alarm system and how to plan fire escape routes for your family.

In order to complete this module, you will need to know how to read a simple floor plan to locate doors, windows, and traffic flow patterns.

Read the objective below. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given reference materials and information in this module, respond to a True-False and Fill-in-the-Blank test on fire prevention and safety in the home.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, INSTALLING AND USING A SMOKE/FIRE ALARM SYSTEM.

Inform your instructor that you are ready to be tested. You will be provided a copy of a

True-False test and a Fill-In-The-Blank test. On a separate sheet of paper, number 1-15. Write your answers on the paper. Return the test and your answer sheet to the instructor.

LEARNING ACTIVITIES

1. READ about smoke detectors in a reference provided by your instructor,

   (and/or) ______________________ .

2. READ about home fire detection in a reference provided by your instructor,

   (and/or) ______________________ .

3. STUDY Student Information, SMOKE SENSORS & FIRE FACTS, p. 2 ,

   (and/or) ______________________ .

4. COMPLETE Student Self-Check, SAFETY SLEUTH, p. 4 .
5. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Smoke Sensors & Fire Facts

Listed below are important facts to remember when installing a smoke sensor:

1. A smoke sensor or detector works by sensing smoke from a fire and setting off an alarm.
2. Smoke detectors should be placed on or near the ceiling because smoke rises. They should be near the center of the room or hall.
3. Place smoke detectors so they can be heard in the bedrooms.
4. Do not locate smoke detectors in a kitchen, attic, or garage because heat or fumes normally found there could set them off.
5. Smoke detectors run on batteries or electric current.
6. Battery operated detectors are installed by the owner in these steps:
   - A. Open and remove cover according to manufacturer's directions.
   - B. Hold detector in place on ceiling and mark the location of the 2 keyhole slots.
   - C. Drill holes in the center of keyhole slot marking on ceiling and insert mounting screws.
   - D. Fit the detector on the mounting screws.
   - E. Install and connect the battery in place provided.
   - F. Replace cover and test unit according to manufacturer's directions.
   - G. Check battery as indicated for replacement in a few months.
7. Smoke detectors using household electric current must be installed by an electrician.

Review the escape plans in the fire facts stated below:

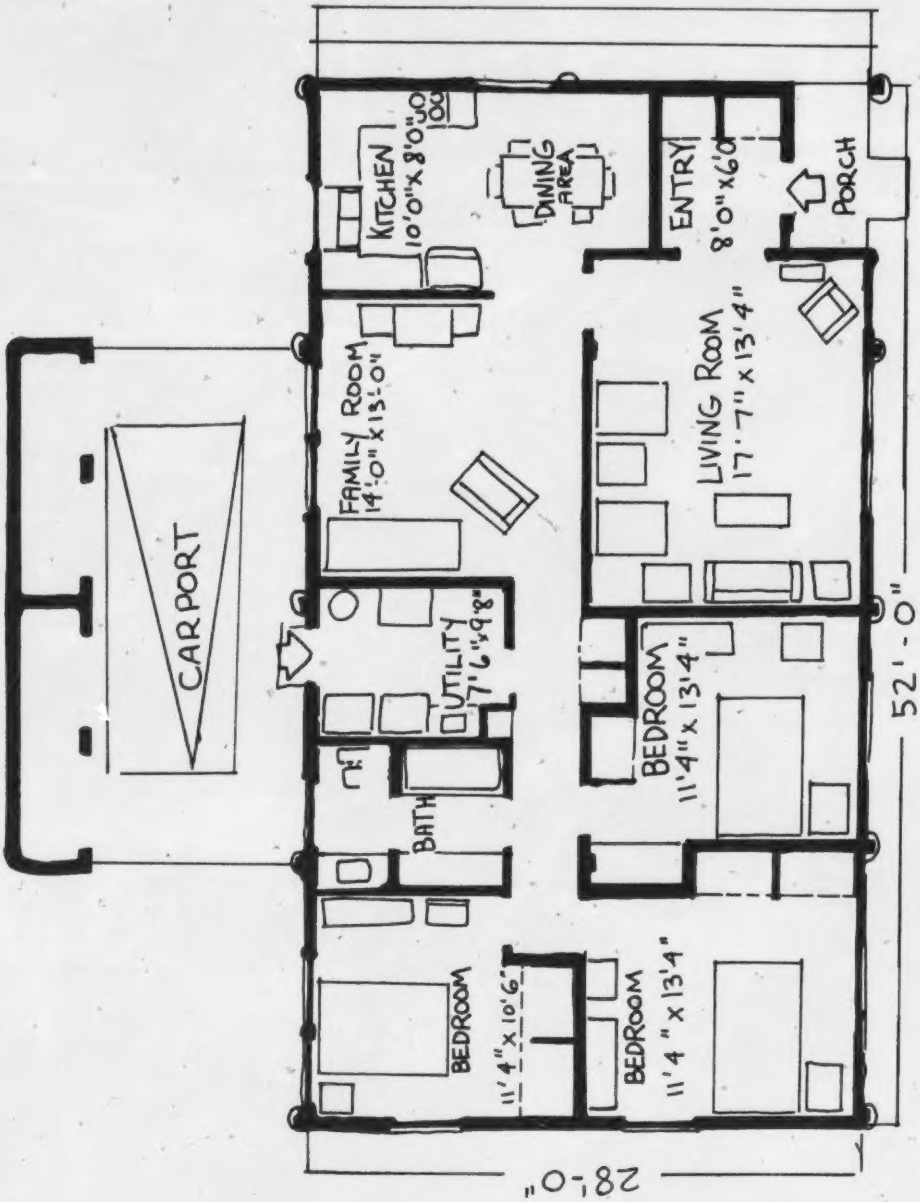
1. Smoke detector/fire alarms save lives by warning family members of danger while awake or asleep.
2. Plan fire escape routes from every room in your house.

3. Hold practice fire drills for your family 2 or 3 times a year with a specific meeting place being arranged outside the house.
4. Encourage all family members to practice good safety habits at all times.
5. Sleep with bedroom doors shut to increase your escape time in case of fire.
6. Use windows for escape when doors are hot to touch or blocked by fire.
7. Call the fire department from a neighbor's phone, not your own.
8. Never go back into a house that is burning.

STUDENT SELF-CHECK

Safety Sleuth

DIRECTIONS: On a separate piece of notebook paper draw and label the floor plan. Draw a circle to indicate where smoke detectors should be placed in the house. Draw arrows to indicate a quick and easy route from each room should family members be caught there when a fire breaks out. Identify an area where family members should meet outside the house after leaving the house. (Imaginary) Check your answers with those shown on page 5.

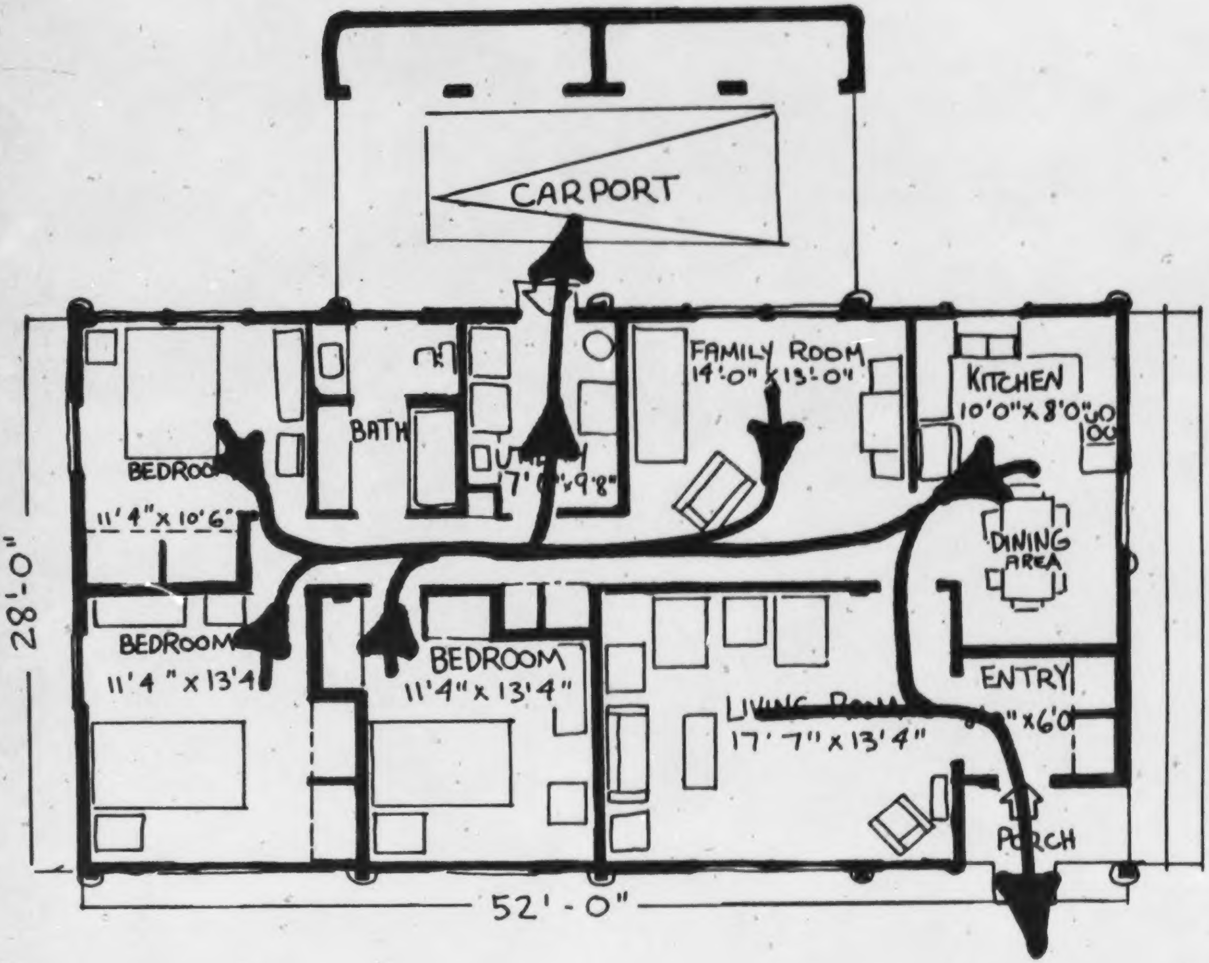

KITCHEN 10'0"x8'0"
DINING AREA
ENTRY 8'0"x6'0"
PORCH
FAMILY ROOM 14'0"x13'0"
LIVING ROOM 17'7"x13'4"
CARPORT
UTILITY 7'6"x9'8"
BATH
BEDROOM 11'4"x13'4"
BEDROOM 11'4"x10'6"
BEDROOM 11'4"x13'4"
52'-0"
28'-0"

STUDENT SELF-CHECK

Safety Sleuth

Answers

No. 63


CARPORT
FAMILY ROOM
14'0" x 13'0"
KITCHEN
10'0" x 8'0"
BATH
UTILITY
7'0" x 9'8"
BEDROOM
11'4" x 10'6"
BEDROOM
11'4" x 13'4
BEDROOM
11'4" x 13'4"
DINING AREA
ENTRY
" x 6'0
LIVING ROOM
17'7" x 13'4"
PORCH
28'-0"
52'-0"

EVALUATOR'S FINAL CHECKLIST

Module Worksheet

Title: Installing And Using Smoke/Fire Alarm System

DIRECTIONS: Following is a True-False, Fill-In-The-Blank test. You must pass the test with 100% accuracy. Use a separate sheet of notebook paper and number 1-15. Write the answer to each question after the appropriate number.

TRUE-FALSE: Write "T" or "F" on your answer sheet.

1. A smoke sensor works by sensing smoke from a fire and setting off an alarm.
2. Smoke detectors should be located near a bedroom.
3. Battery operated or electric current detectors may be installed by the homeowner.
4. Only plan fire escape procedures from the bedrooms in your house.
5. Sleep with bedroom doors open so you can see a fire.

FILL-IN-THE-BLANK: Choose the correct word that corresponds with the sentence from the list below. Write it on your answer sheet.

WORD LIST

Safety habits
Fire drills
Asleep
Electric current
Manufacturer's directions
Meeting place
Windows
Battery
Ceiling
Neighbors

6. Hold home __________ __________ for your family 2 or 3 times per year
7. Set a specific __________ __________ for your family outside the house.
8. ___ may be used as alternate routes of escape if doors are hot or blocked by fire.
9. Use a __________ telephone to call the fire department.
10. Teach family members to practice good __________ __________ at all times.
11. Smoke detectors are especially helpful when family members are __________ .
12. Since smoke rises, smoke detectors should always be placed near the __________ .

Objective HD No. 47 & 49
Module No. 63
Evaluator's Final Checklist (Continued)
Title: Installing And Using Smoke/Fire Alarm System

13. Carefully follow ____________ ________________ when installing your system.

14. The _______ may need replacing every few months in a smoke detector.

15. Smoke detectors using ________ _________ must be installed by an electrician.

Objective HD No. 48 Module No. 64

Housing and Home Furnishings

MONITORING THE HOME FOR ELECTRICAL HAZARDS

INTRODUCTION

Electrical faults are a common cause of home fires. Fires may be caused by overloading electric currents, faulty appliances, damaged face plates, plugs, cords, or wires. Houses should be inspected often for fire hazards. In this module, you will learn how to check a house for electrical hazards.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Provided reference material and information in this module, respond to a multiple choice test on home safety.

CHECK-OUT ACTIVITIES

After you go through the Learning Activities, your instructor will rate your performance using a multiple choice quiz.

LEARNING ACTIVITIES

1. READ about safe use of electricity in the home in a reference provided by your instructor,

   (and/or)____________________.

2. LISTEN to a resource person speak on home safety.

   (and/or)____________________.

3. READ Student Information, PREVENTING ELECTRICAL ACCIDENTS IN YOUR HOME,

(and/or)______________________________ .

4. ARRANGE with your instructor to complete this module by going through the Check-Out-Activities.

STUDENT INFORMATION

Preventing Electrical Accidents in Your Home

1. Do not run extension cords under the rug.
2. Do not nail extension cords to a wall.
3. Keep electrical appliances in working order.
4. Never use an electrical appliance while hands are wet.
5. Never use an electrical appliance while standing in water.
6. Check wall outlets to see if face plates are loose or broken.
7. Check wall outlets to see if they feel warm or plastic has melted.
8. Do not plug more than one appliance into one outlet.
9. Check cords of toasters, irons, hair dryers, etc. to see if they are frayed.
10. Be sure the wattage on electric light bulbs is correct for the lamp or fixture they are used in.
11. Check all household appliances and equipment for exposed wires.
12. Check each light switch to see if it works properly.
13. Check extension cords to see if they are long enough and of the right size.
14. Check cords, appliances, and equipment for the Underwriter's Laboratory approval seal.
15. Check fuse box for blown fuses.
16. Check plugs for loose or broken prongs.
17. Check power tools for a special grounded plug.
18. Check fuse box to see that fuses are of proper size.
19. Ask every family member over 10 years of age if they know how to turn off the power in an emergency.
20. Check an outlet or switch with a test light to determine if it is live.

Objective HD No. 48 Module No. 64

EVALUATOR'S FINAL CHECKLIST

Module Worksheet

Title: Monitoring A House For Electrical Hazards

Performance Level: Given a written multiple choice test, the student completed all questions with 100% accuracy.

DIRECTIONS: On a separate sheet of notebook paper, number 1-10. Write the letter of the answer which best completes the sentence.

1. Extension cords should not be used in which of the following ways?

   A. Under a rug
   B. Nailed to a wall
   C. Both are correct

2. Avoid using electrical appliances, such as a hair dryer, while:

   A. Hands are wet
   B. The refrigerator is running
   C. Standing on a carpet

3. Cords on toasters, irons, fans, and the television should be checked:

   A. Every day
   B. To see if they are frayed or any wires are exposed
   C. To see if they are long enough

4. Wall outlets should be checked to see if:

   A. They feel warm or plastic has melted
   B. They are loose or cracked
   C. Both of the above are correct

5. Read on the following to see if they are the proper size for a lamp or light fixture:

   A. Cords
   B. Plugs
   C. Bulbs

6. Every family member over this age should know how to turn off the electricity in the house:

   A. Twenty
   B. Ten
   C. Five

Objective HD No. 48
Module No. 64
Evaluator's Final Checklist (Continued)
Title: Monitoring A House For Electrical Hazards

7. You may use the following to check an outlet or switch to see if it is working properly:

   A. Cord
   B. Fuse
   C. Test light

8. Power tools should always be operated with a:

   A. Special grounded plug
   B. Test light
   C. Extension cord

9. One outlet can safely accommodate:

   A. One or two small appliances, such as a lamp or radio
   B. One major appliance such as a range or refrigerator
   C. Both are correct

10. Blown fuses:

    A. May indicate an overload on the circuit
    B. Must be replaced with the same size fuse
    C. Both are correct

Objective HD Nos. 42, 53

Module No. 65

Housing and Home Furnishings

APPLYING PESTICIDES IN THE HOME

PESTICIDE
LAWS
YOU ARE RESPONSIBLE

INTRODUCTION

Pesticides are chemicals used in the home and yard to kill insects and diseases. Common household pests that are killed with pesticides are roaches and fleas. Rats may also be killed with chemicals, but using a different method. Since pesticides are poison, it is important to read the label carefully before using them inside your home. In this module you will learn how to apply and store pesticides in the home.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given an area infested with pests; granular, liquid, and dust pesticides; granular, liquid, and dust applicators; plastic container and access to water, apply pesticide.

Given at least three different containers of pesticides, store each.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, APPLYING PESTICIDES IN THE HOME.

Given an area infected with pests; granular, liquid, or dust pesticides; granular, liquid, or dust applicator; plastic container and access to water, mix, apply, and then store pesticide.

LEARNING ACTIVITIES

1. READ Student Information, APPLYING AND STORING PESTICIDES IN THE HOME, p. 2,

   (and/or) ______________________.

2. CHECK YOUR KNOWLEDGE by completing Student Self-Check, RIDDING YOUR HOME OF PESTS, p. 3.

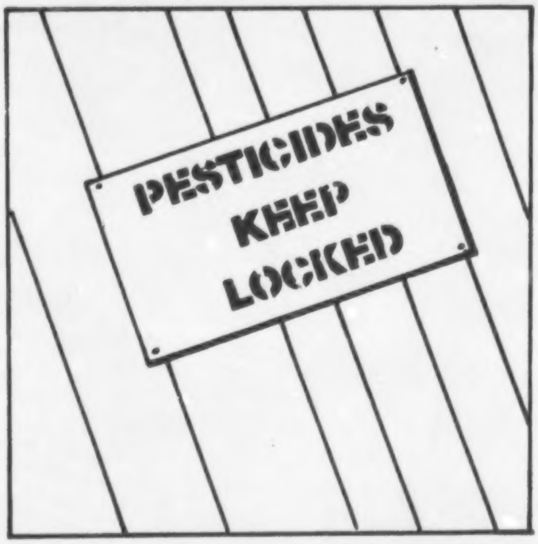
3. STUDY other references on the use and storage of pesticides provided by your instructor,

   (and/or) ______________________.

4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Applying and Storing Pesticides in the Home



Many times a house becomes infested with insects which must be killed. The use of pesticides around the home is a good way to get rid of bugs if you are careful to follow directions for their use. All granular, dust, or liquid pesticides and the equipment for using them should be stored out of reach of children, pets, and other adults. Once you have determined an area should be treated with a pesticide, you should keep children and pets out for the length of time suggested on the pesticide container. Select the type and method of application which best applies to your problem. Read labels carefully. Be careful when placing the pesticide in the applicator. Treat the infested area, then clean the applicator well and return it, along with the left-over pesticide, to the storage area. It is suggested that they be stored in a place out of reach of children where they can be locked up. Check the label for any special storage facts. Always store the pesticide in its original container and label it carefully. Check to see that the container is tightly closed and dry. Store the container out of the reach of children. Wash your hands with warm water and plenty of soap. Wash clothes immediately if any of the pesticide comes into contact with them. Do not wash them in a machine that contains other clothing items. Wash them separately. Allow family members to return to the treated area after the suggested length of time has passed.

STUDENT SELF-CHECK

Ridding Your Home of Pests

On a separate sheet of paper, write down the numbers of the following statements which are true in relation to pesticides. Check your answers with those on page 4.

1. Pesticides are chemicals which kill insects.
2. Pesticides come in three forms: granular, dust, and liquid.
3. Keep children and pets out of the area being treated for three hours.
4. It is not always necessary to read the label on the pesticide container.
5. Pesticides should be stored under the sink in the kitchen.

No. 65

STUDENT SELF-CHECK

Ridding Your Home of Pests

Answers

1
2

OBJECTIVE HD Nos. 42 & 53 **MODULE** No. 65

EVALUATOR'S FINAL CHECKLIST

Title: **APPLYING PESTICIDES IN THE HOME**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

The student:

	Accomplished	Not Accomplished	Not Applicable
1. Determined the pest to be controlled.	☐	☐	☐
2. Selected the correct pesticide to be used.	☐	☐	☐
3. Read the label.	☐	☐	☐
4. Collected equipment and supplies.	☐	☐	☐
5. Placed pesticide in applicator following label directions.	☐	☐	☐
6. Removed children, pets, food, etc., from area to be treated.	☐	☐	☐
7. Applied pesticide according to label directions so that pests were controlled within the time stated on the label.	☐	☐	☐
8. Cleaned applicator thoroughly.	☐	☐	☐
9. Double-checked label concerning storage procedures.	☐	☐	☐
10. Closed container tightly and labeled correctly.	☐	☐	☐
11. Stored container out of reach of children.	☐	☐	☐
12. Washed hands with soap and water.	☐	☐	☐

Objective HD 43, 51, 52

Module No. 66

Housing and Home Furnishings

HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS

DANGER
HAZARDOUS CONTAINER
DISPOSAL SITE
-YOUR COUNTY-
KEEP OUT

INTRODUCTION

Many household products are not safe around children and pets. It is important to store these out of their reach. Some are poison; others burn easily, or have sharp edges. The box, bag, or can they are kept in must be disposed of so that it is not dangerous. In this module you will learn how to store medicines and flammable materials and how to dispose of hazardous containers in the proper way.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVES

Given at least three labeled containers of medication, store each.

Given a simulated empty hazardous materials container, describe procedure for disposing of the container.

Given at least three containers of simulated flammable materials, store each.

CHECK-OUT ACTIVITIES

The following statements explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS.

The instructor will provide at least six containers of medicine, household products, or flammable materials. Store each.

LEARNING ACTIVITIES

1. READ about storing medicine, flammable materials, and other dangerous household products in a reference provided by your instructor,

   (and/or)____________________________ .

2. CHECK your knowledge by completing Student Self-Check, DON'T LIVE DANGEROUSLY!!, p. 2 .
3. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Don't Live Dangerously!!

On a separate sheet of paper write down the numbers of the statements below which are true in relation to home safety. Check your answers with those on page 3 .

1. Medicine cabinets should be easy to open and located so that all members of a family can reach them.
2. Strong cleaning solutions pose a very real risk to small children.
3. Storage areas for medicines or flammable materials should be locked.
4. Out-of-date medicines should be thrown away.
5. Gasoline and paint may be stored anywhere outside the house.
6. Pilot lights on heaters or stoves are not dangerous.
7. Bug killers should be kept in separate cabinets from food items.
8. It is important to read the label when buying and storing medicines and household products.

No. 66

STUDENT SELF-CHECK

Don't Live Dangerously!!

Answers

2
3
4
7
8

OBJECTIVE Nos. 43, 51 **MODULE** No. 66

EVALUATOR'S FINAL CHECKLIST

Title: HANDLING, STORING, AND DISPOSING OF HAZARDOUS MATERIALS

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In storing or disposing of hazardous materials, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Checked the label for old/out-of-date medication.	☐	☐	☐
2. Emptied medicine into commode and flushed.	☐	☐	☐
3. Checked the label for special storage instructions and stored according to instruction.	☐	☐	☐
4. Checked containers to see that they were tightly closed.	☐	☐	☐
5. Stored out of reach of children and pets.	☐	☐	☐
6. Checked precautions on labels of all flammable materials.	☐	☐	☐
7. Chose containers consistent with type of materials being stored.	☐	☐	☐
8. Labeled any new containers correctly.	☐	☐	☐
9. Followed printed instructions for storage of flammable materials.	☐	☐	☐
10. Followed recommended disposal instructions for empty hazardous materials containers as specified by the city or county authorities.	☐	☐	☐
11. Followed safety precautions while storing, handling or disposing of materials.	☐	☐	☐
12. Washed hands with warm soapy water when finished.	☐	☐	☐

Housing and Home Furnishings

STORING FIREARMS

DANGER
FIREARMS!
STORAGE

INTRODUCTION

Some homes contain different types of firearms such as shotguns, rifles, or pistols. These must be stored in a safe place. The ammunition (bullets) must also be kept away when the guns are not being used. In this module you will learn how to store firearms and ammunition properly.

Read the objective. If you feel that you are already able to perform the task, read the Check-Out Activities. Then either arrange with your instructor about doing the Check-Out Activities, OR read the Learning Activities inside this module. Go through the activities you need to complete in order to perform the task.

OBJECTIVE

Given reference material and shown a demonstration by a competent authorized person on storing firearms, the student will be able to list the necessary steps to be followed in storing firearms.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your instructor will rate your performance using the Evaluator's Final Checklist, STORING FIREARMS.

The instructor will secure the services of an authorized law enforcement official to demonstrate the storage of firearms.

LEARNING ACTIVITIES

1. READ Student Information, STORING FIREARMS, p. 2.

   (and/or)________________________.

2. VIEW a demonstration of the proper procedures for storing firearms.
3. COMPLETE Student Self-Check, FIREARM SAFETY, p. 3.
4. ARRANGE with your instructor to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Storing Firearms

The proper storage of rifles, guns, and pistols inside the home is very important. Since such weapons are dangerous to any person who has not been taught how to use them, they must be kept in a safe place. All firearms should be stored out of sight and out of reach of children. Ammunition (bullets) should also be kept out of reach and sight. Choose the storage area carefully — a high closet shelf in the parents' bedroom or outside storage in a garage workroom would be good.

There are several things to think about when storing the firearm. Store the gun and ammunition separately so children or adults who are not familiar with the gun could not try to load it. Before storing the gun, check the chamber to be sure no ammunition is present. Remove any automatic clips and store separately. Store ammunition in a locked container. Some owners like to take the barrel and stock of the shotgun or rifle apart for storing.

Safety first is an old, but important, rule where the storage of firearms is concerned.

STUDENT SELF-CHECK

Firearm Safety

On a separate sheet of paper write down the numbers of the statements below which are true in relation to firearm safety. Check your answers with those on page 4 .

1. Firearms may be safely stored in an unlocked hall closet.
2. Ammunition clips should be removed before storing.
3. Ammunition should be stored in a locked container.
4. Always take a firearm apart before storing it.
5. Guns are dangerous.

No. 67

STUDENT SELF-CHECK

Firearm Safety

Answers

2, 3, and 5

OBJECTIVE HD No. 50 MODULE No. 67

EVALUATOR'S FINAL CHECKLIST

Title: **STORING FIREARMS**

Performance Level: All items must receive a rating of Accomplished (or Not Applicable). If any items are rated Not Accomplished the student and instructor will decide which learning activities must be repeated.

In storing the firearm and ammunition, the student:

	Accomplished	Not Accomplished	Not Applicable
1. Listed with 100% accuracy, the necessary steps to be followed in storing firearms.	[ ]	[ ]	[ ]